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ABSTRACT

As the first phase of a longitudinal study, a survey was conducted in 1981 to establish a profile of students enrolled in career-technical programs at the community colleges and technical institutes in British Columbia. Information was sought regarding demographic characteristics; students' educational, experience, and employment backgrounds; educational objectives; and immediate and long-range career and educational plans. Responses were obtained from a total of 8,500 students, representing 65% of those entering career-technical programs at the community colleges and 46% of those entering the technical institutes. The study report details: (1) study objectives; (2) methodology, including data collection and analysis techniques; (3) overall population characteristics and characteristics by institution and by discipline cluster; (4) observations relating to demographics, previous education and employment, objectives in enrolling, influences on program and institution choice, and career/educational plans; and (5) implications concerning students, institutional role, geographic mobility, socioeconomic and educational characteristics, current and future career and educational objectives, and the role of the Open Learning Institute. Appendices include the questionnaire, responses by institution, program listings, and verbatim comments. Data tables are provided throughout the report. (KL)

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A PROFILE STUDY OF STUDENTS ENTERING CAREER/TECHNICAL PROGRAMS IN THE BRITISH COLUMBIA COMMUNITY COLLEGES AND INSTITUTES

Technical Report

Prepared for:

Academic Council of British Columbia
Victoria, B.C.

and

Program Services Division
Post-Secondary Department
Ministry of Education
Victoria, B.C.

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ABSTRACT

This study constructs a profile of the students entering the career/technical programs in the community colleges and provincial institutes in British Columbia in the fall of 1981. Students were surveyed by means of a questionnaire at 14 colleges and 3 institutes throughout the province. Over 8,490 students responded to the survey, representing an estimated return rate of 53%.

Objectives of the study included determining: various demographic characteristics of the students; previous level of educational attainment; previous employment backgrounds; students' objectives for enrolling; reasons for choice of particular institution and career/technical program; and students' career ambitions, educational plans and long range educational goals.

Among observed results were:

- at most colleges, over 75% of the entering students listed their place of residence during the past 12 months as within the same college region;

- over one-third of the respondents indicated their father's main occupation as "managerial" or "professional;"

- 11% of entering students held a university degree and a further 30% had previously had some post-secondary education;

- less than ten percent of the respondents came directly from secondary school in order to enrol. A total of 74% had been employed in some manner during the preceding 12 month period;

- one-third indicated a definite relationship between their main job before enrolling and the program or course in which they had just enrolled;

- two-thirds of the students planned to complete the entire career/technical program on either a full or part-time basis;

- the dominant reason for choice of particular institution was "close to home" for college students and "institutional reputation" for institute students.

- the students' two main objectives for enrolling were the "improvement of existing job skills" or "to qualify for a job;"

- over three-quarters of the respondents were planning to work after completing their current program, with a further 7% undecided between work or further study;

- for most institutions, over 75% of the respondents were hoping to find their future employment within the surrounding region;

- 60% reported a "plan to take further education" in their field of training beyond their current program. Only 14% indicated that, after their current studies, they would be basically finished with their post-secondary education.

ACKNOWLEDGEMENTS

The research team would like to acknowledge the many individuals who contributed during the progress of the study. These include the admissions and registration staff of the individual colleges and institutes who conducted the administration of the survey questionnaires. Also included were the computer programming, stenographic and clerical personnel of B.C. Research who handled the coding of returns, statistical tabulation and report production. These included Roy Hamaura, Jim Wild, Glenna Jones, Madelle Quiring, Laurie Lucas and Collen Satti.

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---

* Members of the Steering Committee

CHAPTER I

INTRODUCTION

1. BACKGROUND

The post-secondary educational system of British Columbia includes a network of 15 community colleges and six provincial institutes as well as three public universities. The community colleges offer a comprehensive curriculum, which includes academic courses, career/technical programs, vocational programs, upgrading and adult basic education and continuing education. The provincial institutes are more specialized in curricular design, offering technical and technological courses and programs which are essentially employment oriented.

After a fifteen year period of dramatic expansion and build up, the colleges and institutes are now entering a new phase of development in British Columbia. There is little general agreement upon what priorities they should pursue. While there is evidence that government views job training as the first responsibility of the non-university institutions, other arguments advance their role in more general academic and cultural imperatives. Furthermore, there are limited data upon which future, effective policies and planning decisions can be based.

As of October 1980, a total of 64,544[1] students were reported enrolled within the college and institute system in British Columbia. Of these, some 27,784 students were enrolled in career/technical programs or courses. This represents 43% of the total non-university post-secondary population.

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[1] Management Services. B.C. Post-Secondary Enrolment Statistics 1980/81. Ministry of Education, Province of British Columbia, Victoria, B.C., November 1981, Table 10.

Over the years, considerable time and effort has been devoted to the study of academic students, both in colleges and in the universities. Formal studies of students in the career/technical programs have been minimal in B.C. As these programs represent such a large proportion of the total enrolments of the colleges and institutes, it is appropriate that research be focused upon these students.

With respect to this career/technical area, such research must provide data which will include an accurate insight into the characteristics of the students who enrol in these programs; their expectations, goals and aspirations in making their choices; the extent and degree of student interest in specific training programs; and the expressed preference for upgrading as distinct from in-service and pre-employment training.

In the spring of 1980, a major province-wide study of students in career/technical programs was launched (see Appendix B2). The first phase in the project, completed in August 1981,[2] involved a cross-sectional follow-up survey of students after they had left these programs. In this report, the results of a study of career/technical students as they enter their programs will be summarized.

This report addresses an important phase of the data gathering process - the construction of a profile of the students entering career/technical programs in the colleges and institutes in British Columbia in the fall of 1981. It is intended that this report will form an essential component of the broad data source which will serve as a basis for future planning.

---

[2] Jones, G., Forrester, G.C., and Dennison, J. A Follow-up Study of Career/Technical Students from the British Columbia Community Colleges and Institutes: Technical Report. Vancouver, British Columbia: B.C. Research, August 1981.

2. STUDY OBJECTIVES

The Profile Study of Students Entering Career/Technical Programs in the British Columbia Community Colleges and Institutes, as outlined in this report, has been designed with eight objectives in mind:

1. to identify various demographic characteristics of the students, such as age, sex and area of residence;
2. to determine the previous level of educational attainment by entering students;
3. to determine the previous employment background of students entering career/technical programs;
4. to identify the students' objective(s) for applying and enrolling in a career/technical program;
5. to obtain the stated reason(s) for choice of a specific institution;
6. to determine the students' expressed reason(s) for choice of a particular career/technical program;
7. to identify the students' career ambitions and plans;
8. to determine the students' immediate educational plans and their long range educational ambitions.

3. OVERVIEW

The general study methodology, explained in detail in Chapter II of this report, involved students who were being admitted to a career/technical program for the first time in September 1981. The study included 17 of the 19[3] colleges and provincial institutes offering career/technical education in British Columbia.

The population of students covered by the study was to include part-time as well as full-time students. However, the part-time component created some difficulty. Due to the part-time nature of these students' enrolment it was often difficult to judge whether or not a student was entering a program or simply enrolling in only one course from the program without intending to complete the full program requirements. Nonetheless, judgements were made and as many as possible of the part-time students were included.

While there is no overall agreement as to the definition of a career/technical program, there appears to be a general consensus as to what constitutes such a program. This consensus is the same as that used for a definition of career/technical programs in the first phase "follow-up study" referred to earlier. Career/technical programs prepare the student for work of a technical or para-professional nature. The programs are typically of one or two years duration and frequently contain an academic component in addition to skill training. In contrast, vocational programs are normally less than one year in duration and may be as short as a few weeks.

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[3] There are three public institutions in the province which are not included in this count. They are the Pacific Vocational Institute, the Marine Training Institute and the B.C. Mining School. These were excluded because they offer vocational training rather than career/technical programs.

Students were surveyed by the use of an "Information Sheet" (see Appendix C2) designed to address the objectives of the study. An analysis of the responses from returned Information Sheets provided the data which are presented in Chapter IV. An examination of possible non-response bias is undertaken in Chapter III. The last section of the report (Chapter V) presents a summary of the findings and general conclusions.

CHAPTER II
METHODOLOGY

1. PLANNING THE STUDY

The entry profile study described in this report is one component from a major, province-wide study of career/technical students which was initiated in June 1980 (see Appendix B2). The overall project is being funded jointly by the Academic Council of British Columbia and the B.C. Ministry of Education. It is longitudinal in nature, extending over several years and having a strong student focus.

Planning for the project began with a one-day workshop held in June 1980 to which representatives from all the colleges and institutes were invited. The need for a province-wide study of career/technical students was agreed to by all representatives. Following the workshop a small Steering Committee was convened to further advance the study planning. Recommendations from this committee provided the overall structure of the longitudinal study and the general objectives of each component. This particular report is only concerned with the results of the student entry profile study.[1]

---

[1] Two other components of the overall longitudinal study have been initiated as of the publication of this report. These are a study of student applications for registration in career/technical programs (in progress) and a cross-sectional follow-up study of students from career/technical programs (completed). For details concerning this latter study, see: Jones, G., Forrester, G.C., and Dennison, J.D. A Follow-up Study of Career/Technical Students from the British Columbia Community Colleges and Institutes: Technical Report. Vancouver, British Columbia: B.C. Research, August, 1981.

2. INSTRUMENT DESIGN AND REVIEW

The planning committee identified eight primary objectives (listed in Chapter I, section 2 of this report) to be addressed by the survey instrument. A review of relevant literature was conducted to examine instruments used in other studies. Some 34 possible questionnaire items were constructed which met the study objectives. This preliminary draft of the questionnaire was then circulated to the various institutional representatives with a request to assist in selecting and modifying the 25 to 28 different questions which would be used in the final Information Sheet. During the subsequent series of re-drafts, as many as possible of the suggestions from the institutional representatives were incorporated, keeping in mind the necessity of a relatively short instrument.

The Information Sheet (Appendix C2) was typeset and printed on tan coloured paper, printed both sides, and then folded into four panels. The folded instrument would fit conveniently into a standard business-sized envelope, should this be necessary. A total of 25,000 copies were printed.

3. DATA COLLECTION PROCEDURES

In the spring of 1981, the printed Information Sheets were distributed to the institutions participating in the study with a request that these questionnaires be given to all students being admitted to a career/technical program for the first time in September 1981.

The spring distribution date was chosen to provide institutions with various options for the administration of these questionnaires. It would have been desirable, from a research point of view, to have all institutions follow the same questionnaire administration process. However, it was recognized that this was unlikely due to the varying institutional registration and application procedures.

Several alternative procedures were suggested by the research team but in each case the final method of administration was at the discretion of the individual institution. The list below briefly describes the methods employed and Table 1 shows which institution used each method.

A. During Pre-Registration - questionnaires were mailed out to students as part of the pre-registration materials to be completed by the students and returned during actual registration.

B. During Registration - questionnaires were handed out during the student registration process, to be completed by the student and either returned at that time as part of the registration material or returned at a later time.

C. In Class - questionnaires were handed out during a regular classroom session for immediate completion and return.

D. By Mail - questionnaires were mailed to students after the start of classes with a request that they be completed and returned to the institution.

Programs and courses qualifying as career/technical included all programs labelled as career/technical using the Post-Secondary Discipline Classification (PDC) coding scheme,[2] so long as they were provincially funded. Programs could be funded either under the Academic Council or the Occupational Training Council. As in the previous cross-sectional follow-up study referred to earlier, programs staged for business or industry on a full cost-recovery basis were not to be included. Finally, if an institution considered the course or program as career/technical, even though it was not labelled as such under the PDC system, this course could be included as well.

---

[2] Post-Secondary Discipline Classification Manual, Ministry of Education, Province of British Columbia, Victoria, B.C. January 1980.

TABLE 1

METHODS USED IN QUESTIONNAIRE ADMINISTRATION

	During Pre-Registration	During Registration	In Class	By Mail
Camosun		X		
Capilano				X
Cariboo			X	
Douglas		X		
East Kootenay			X	
Fraser Valley		X		
Kwantlen			X	
Malaspina		X		
New Caledonia		X		
Northern Lights			X	
North Island		X		
Northwest			X	
Okanagan		X		
Selkirk			X	
Vancouver		X		
Colleges Total	0	8	6	1
BCIT			X	
Emily Carr			X	
Justice			X	
Open Learning	X			
Institutes Total	1	0	3	0
Province Total	1	8	9	1

Two of the 19 institutions offering career/technical programs were unable to participate in the project. Staff turnover in the Admissions Department at North Island College occurred at just the wrong time for the study, preempting the administration of the Information Sheet during student registration. Unfortunately, college staff work load did not permit alternative procedures to subsequently be implemented.

In the case of Emily Carr College of Art, the questionnaires were actually administered to the students during registration, but only 17 replies were received. This number was judged as too few to be indicative of Emily Carr students and, therefore, were not included in the provincial study. Students at Emily Carr apparently had objected to some of the questions on the survey and protested what they felt to be an "invasion of privacy" by refusing to respond. This protest occurred despite the rather innocent nature of the instrument itself and the effort taken by the research team to communicate and clarify to the institution its data release and confidentiality policy (see Appendix B1).

Finally, one additional college encountered difficulties which affected the questionnaire administration. Due to staff problems and office changes, Douglas College found it necessary to administer the Information Sheets to students as they registered for their second semester, i.e. in January 1982. Thus, instead of surveying students as they entered the program for the first time in September 1981, Douglas College surveyed the same students as they re-enrolled for the subsequent semester. This introduces at least two substantial differences between their target population and the target population for the rest of the province. First, any students who dropped out between September and January, or who did not immediately re-enroll were missed in the Douglas survey. Second, the students at Douglas who were surveyed had already experienced the first four months of their program. Therefore, for this college the survey is not, strictly speaking, an "entry" profile study. All the remaining 16 institutions fully participated in the study and administered the questionnaires as requested.

4. CODING PROCEDURES

As the completed Information Sheets were returned to B.C. Research, the responses were coded and then keypunched in preparation for statistical tabulation.

Items 7 a) and 7 b) on the Information Sheet asked those respondents who had been employed prior to entering the career/technical program for the "kind of business or industry" in which they had been employed and for the "occupation or kind of work" they had done. Each respondent's answers required coding. This was done by one of the research assistants for the project. The Canadian Classification and Dictionary of Occupations (CCDO)[3] was used for this coding. A four-digit code number was assigned to indicate the student's occupation, based upon a subjective assessment of the responses to these two questions. For reporting purposes, occupations were aggregated to the CCDO "major group" level. These represent very broad fields of work rather than specific types of work performed. Each major group has a two digit code number and a title that summarizes the occupational activities within that group.

Item 15 on the Information Sheet asked students to name the specific career/technical program or course in which they had just enrolled. The individual career/technical programs offered at each of the institutions were categorized using the Post-Secondary Discipline Classification (PDC) coding scheme referred to earlier. BCIT programs were further categorized as either day programs or night programs while all other college and institute programs were categorized as either one-year or two-years duration. This is the same procedure as was followed in the earlier cross-sectional follow-up study. A complete list of the career/technical programs and their assigned PDC codes and provincial program groups is provided in Appendix A2.

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[3] Canadian Classification and Dictionary of Occupations 1971. Manpower and Immigration, Government of Canada. Ottawa, Ontario. July 1971.

Under the PDC coding system, the first two digits of the PDC code are referred to as the discipline cluster. For example, all programs assigned a PDC code with the first two digits of 31 are grouped under the discipline cluster of 3100 Business Administration. For provincial reporting purposes, tabulations of responses from the Information Sheet were to be broken down by discipline cluster. Within each cluster, results were further divided into one-year college and institute programs, two-year college and institute programs, BCIT day programs, and BCIT night programs. Finally, the last item requiring coding on the instrument was the college or institute at which the student had just enrolled.

5. ANALYSIS PROCEDURES AND STATISTICAL TESTS

Statistical comparisons were attempted between the population of students actually responding to the Information Sheet and the target population of all students entering career/technical programs for the first time in September 1981. Unfortunately, very little is known about this target population so that comparisons had to be generally limited to head count comparisons by institution rather than analysis on the basis of sex and age distributions within institution and within career/technical program.

Analysis of questionnaire returns involved extensive computer tabulations and cross-tabulations using an available statistical software package (SPSS). All questionnaire items were tabulated by individual institution, by discipline cluster, and for the province as a whole. In addition, all items were cross-tabulated against the responses to item no. 4 (sex), item no. 5 (age), and item 3 (enrolment status). Finally, certain questionnaire items were selected for cross-tabulation against other items in order to check consistency of results and to look for possible relationships.

Several different tests of significance were used throughout the study to analyze the numerical differences observed between or among various populations of students. In general, a null hypothesis was constructed, stating that "no significant difference" existed in the variable being tested between the populations under investigation. This null hypothesis was then tested using the Chi-Square test with a .05 level of significance. As the populations being examined were usually quite large numerically, any observed differences, no matter how small, were often statistically significant. It was therefore important to also test how large the differences were. Thus, when the level of significance on the Chi-Square test fell below the .05 level, the Cramer's V or the Phi test was used. In these cases, if the resulting test figure was less than .100 the observed differences, although statistically significant, were considered minimal and usually ignored for reporting purposes. For values greater than .100, the observed differences were considered large and the null hypothesis was rejected. Observations were then made and statistical differences were quoted. The results of these analyses are presented in Chapters III and IV.

CHAPTER III

POPULATION CHARACTERISTICS

This chapter will provide a basic description of the various populations identified during the study. As far as possible, these populations are compared in terms of their sex and age distributions. For the purpose of the age comparison, the populations are divided into two age categories. The first, identified as "college age," is defined as those students 24 years of age or less. The second, identified as "adult age," includes students 25 years of age or over.

1. TOTAL POPULATION

In this report, the term "total population" is reserved for that group of students enrolled on career/technical programs as of September 1981. This includes both full-time and part-time students, both first-year and second-year students, and first-time as well as continuing students. Approximately 28,000 students[1] are included in this total population (see Table 2).

As can be observed from the figures in Table 2, the career/technical total population within the college system is almost equally divided between part-time and full-time students, with roughly 5,000 students in each category. In the institutes, however, the ratio of part-time to full-time students is nearly 3:1, with roughly 12,500 part-time students and only 4,500 full-time students.

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[1] Enrolment reports, submitted by the institutions to the Ministry of Education as part of the October 31 College Statistical Reports, would normally provide information on the size and age/sex structure of this group of students. Unfortunately, these enrolment figures were not yet available at the time of writing. Consequently the 1980 enrolment figures have been used in lieu of the 1981 data.

TABLE 2

TOTAL POPULATION OF CAREER/TECHNICAL STUDENTS BY ENROLMENT STATUS, AGE CATEGORY AND SEX AS OF OCTOBER 31, 1980[1]

Institution	"Total Population"	By Enrolment Status		by Age Category (%)			by Sex (%)		
		Full-time	Part-time	College Age (%)	Adult Age (%)	Not Reported (%)	Male (%)	Female (%)	Not Reported (%)
Camosun	1,031	723	308	60	40	-	49	51	-
Capilano	1,407	639	768	47	46	7	19	40	41
Cariboo	740	316	424	46	49	5	32	65	3
Douglas	1,246	653	593	63	35	2	39	51	10
East Kootenay	295	41	254	36	62	2	32	68	-
Fraser Valley	525	212	313	52	48	-	29	71	-
Kwantlen[2]	-	-	-	-	-	-	-	-	-
Malaspina	887	396	491	45	54	1	54	44	2
New Caledonia	772	387	385	56	42	2	42	56	2
Northern Lights	336	14	322	35	60	5	30	70	-
North Island	182	22	160	15	23	62	3	51	46
Northwest	98	32	66	32	54	14	5	95	-
Okanagan	1,025	556	469	55	45	-	38	62	-
Selkirk	598	401	197	60	37	3	41	46	13
Vancouver	1,614	1,120	494	63	28	9	36	55	9
College Total	10,756	5,512	5,244	53	42	5	36	54	10
BCIT	15,603	3,936	11,667	39	61	-	52	35	13
Emily Carr	540	524	16	50	48	2	64	36	-
Justice[3]	-	-	-	-	-	-	-	-	-
Open Learning	885	2	883	5	95	0	41	59	0
Institute Total	17,028	4,462	12,566	38	62	-	52	37	11
Province Total	27,784	9,974	17,810	44	54	2	46	43	11

[1] Management Services, B.C. Post-Secondary Enrolment Statistics 1980/81. Ministry of Education, Province of British Columbia. Victoria, B.C. November 1981. Tables 10, 48 and 52.

[2] Kwantlen College did not commence operations until April 1981.

[3] Comparable enrolment data for the Justice Institute were not available.

Similar contrasts are evident on the basis of age and sex. In the colleges, the total population of career/technical students is predominantly female (54%) and of college age (53%). In the institutes, the reverse situation exists with males (52%) and adult age students (54%) being predominant.

2. TARGET POPULATION

The term "target population" in this report has been used to mean that specific group of students at which the study was targeted. This population was defined previously as those students who were admitted for the first-time to a career/technical program commencing in September 1981. This target population includes part-time as well as full-time students. Unfortunately, no accurate enrolment record is available for this population of students. Thus, very little is known about its size and age/sex distribution. There are, however, two other groups who overlap extensively with this target population and a study of these two groups will provide some information about the target body.

One such group is the population of all first-year level students in career/technical programs. In general terms, the group identified as first-year students is composed of those who had enrolled for the first time in a career/technical program (i.e., the target population) plus those students continuing their studies in first year, but who had been admitted to the program prior to September 1981. These latter students would be mostly studying on a part-time basis. Thus, this population includes the desired target population plus some other students as well.

The second overlapping group is the population of all first-time, full-time students in career/technical programs. This group presumably comes close to accounting for all of the full-time students in the target population. However, it does not include first-time, part-time students who should also be part of the target body. In addition, it could also include second-year level students who were being admitted to a career/technical program for the first-time in September 1981. By definition, these second-year level students are not considered part of the target population.

Enrolment figures for these two groups of students are provided by institution in Table 3. As can be observed, there are substantial differences between these two groups, both for the colleges and for the institutes. As stated earlier, neither group is identical with the target population, although there is considerable overlapping in their definitions. The first group (i.e., first-year level), having a total size of 23,000 could be considered an upper limit on the size of the target population while the second group (i.e., first-time, full-time) of 5,100 could be considered a lower limit on the full-time component of the target population.

In Table 4, an attempt has been made to estimate the size of the September 1981 target population by enrolment status and by institution. It cannot be too strongly emphasized that these figures are only rough estimates not actual enrolments. The figures are based on the 1980 enrolments for the two overlapping groups described above and the following assumptions:

- the full-time target population will be roughly equal to three-quarters[2] of the 1980 first-year, full-time enrolment and at least as large as the preliminary 1981 first-time, full-time enrolment;

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[2] Based on the 1980 enrolment figures, the ratio of first-time, full-time students to first-year level, full-time students ranged between .61 and 1.04 for the colleges, averaging .73, and between 1.00 and 1.49 for the institutes, averaging 1.04. The higher ratios in the institutes were generally due to the higher incidence of first-time, full-time students at a second-year level. Thus, an arbitrary ratio of .75 was used for the estimate of the full-time target population. However, as preliminary 1981 data for the first-time, full-time enrolments were available, the target population estimates had to at least be as large as these preliminary enrolments.

TABLE 3

CAREER/TECHNICAL STUDENT ENROLMENTS BY INSTITUTION AS OF OCTOBER 31, 1980[1]

	First-Year Level Students			First-Time/Full-Time Students			
Institution	Full-Time	Part-Time	Total	Male	Female	Not Rep.	Total
Camosun	513	195	708	148	199	-	347
Capilano	472	707	1,179	5	17	275	297
Cariboo	219	376	595	41	99	13	153
Douglas	442	469	911	84	142	42	268
East Kootenay	36	248	284	14	15	-	29
Fraser Valley	165	254	419	38	84	-	122
Kwantlen[2]	-	-	-	-	-	-	-
Malaspina	292	377	669	140	83	-	223
New Caledonia	243	349	592	86	112	2	200
Northern Lights	14	259	273	2	11	-	13
North Island	22	160	182	2	20	-	22
Northwest	32	66	98	-	22	-	22
Okanagan	346	455	801	161	198	-	359
Selkirk	250	191	441	96	57	53	206
Vancouver	728	354	1,082	193	273	19	485
College Total	3,774	4,460	8,234	1,010	1,332	404	2,746
BCIT	2,099	11,667	13,766	1,250	854	25	2,129
Emily Carr	151	-	151	146	80	-	226
Justice[3]	-	-	-	-	-	-	-
Open Learning	2	883	885	-	2	-	2
Institute Total	2,252	12,550	14,802	1,396	936	25	2,357
Province Total	6,026	17,010	23,036	2,406	2,268	429	5,103

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[1] Management Services, B.C. Post-Secondary Enrolment Statistics 1980/81. Ministry of Education, Province of British Columbia. Victoria, B.C. November 1981. Tables 31 and 58.

[2] Kwantlen College did not commence operations until April 1981.

[3] Comparable enrolment data for the Justice Institute were not available.

TABLE 4

ESTIMATED 1981 TARGET POPULATION OF CAREER/TECHNICAL STUDENTS BY INSTITUTION

Institution	Estimated 1981 Target Population Full-time[1]	Part-time[2]	Total
Camosun	380	140	520
Capilano	350	470	820
Cariboo	200	250	450
Douglas	170	290	460
East Kootenay	30	170	200
Fraser Valley	130	170	300
Kwantlen	60	20	80
Malaspina	200	250	450
New Caledonia	220	230	450
Northern Lights	10	170	180
North Island	20	100	120
Northwest	40	40	80
Okanagan	310	300	610
Selkirk	180	130	310
Vancouver	470	240	710
College Total	2,770	2,970	5,740
BCIT	2,000	7,800	9,800
Emily Carr	120	-	120
Justice	150	-	150
Open Learning	0	600	600
Institutes Total	2,270	8,400	10,670
Province Total	5,040	11,370	16,410

[1] Based on preliminary 1981 and final 1980 first-time, full-time enrolment figures and the assumption that roughly 75% of all first-year, full-time students will be entering the program for the first time.

[2] Based on the 1980 first-year, part-time career/technical enrolment figures, and the assumption that roughly 67% of all these part-time students are entering the program for the first time.

- the part-time target population will be roughly equal to two-thirds[3] of the first-year, part-time enrolment.

No attempt has been made to develop enrolment estimates for the target population by sex or age distribution.

3. RATES OF RETURN

The Information Sheets were administered by the colleges and institutes themselves as outlined in Chapter II, Section 3. A total of 8,491 replies were received (see Table 5). This represented an overall rate of return of 53%, based on the estimated size of the target population as developed previously in Table 4. The return rates varied substantially from institution to institution, ranging from a low of 12% at Malaspina to a high of 99% at Camosun. The rate of return for colleges averaged 65% and for the institutes it was 46%. Low return rates did not seem to depend on the method of questionnaire administration but rather appeared to be caused by either student resistence to student-based research or alternatively a lack of commitment to the study on the part of the institution.

Since return rates varied across institutions, responses were statistically weighted in order to arrive at a provincial picture. Individual student responses were weighted according to their institution's proportional enrolment contribution to the estimated provincial target population. Table 5 summarizes the weights used.

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[3] Again, a rather arbitrary ratio was used for the calculation of the part-time target population. The figure of 2/3 appeared to be reasonable based on the following. If a ratio of less than 2/3 was chosen, some institutions would have had return rates exceeding 100%. However, a figure larger than 2/3 did not seem logical given the requirement that the part-time students in the target population were to be entering the program for the first-time.

TABLE 5

RETURN RATES AND STATISTICAL WEIGHTS ASSIGNED TO STUDENT RESPONSES TO PROVIDE A PROVINCIAL PICTURE

Institution	Estimated Target Population	Actual Responses	Estimated Return Rate	Weights	Weighted Responses
Camosun	520	516	99%	.5292	273
Capilano	820	274	33%	1.5714	431
Cariboo	450	305	68%	.7747	236
Douglas	460	440	96%	.5490	242
East Kootenay	200	155	78%	.6775	105
Fraser Valley	300	256	85%	.6153	157
Kwantlen	80	75	94%	.5601	42
Malaspina	450	56	12%	4.2194	236
New Caledonia	450	149	33%	1.5858	236
Northern Lights	180	154	86%	.6138	95
North Island[1]	-	-	-	-	-
Northwest	80	57	71%	.7369	42
Okanagan	610	530	87%	.6043	320
Selkirk	310	173	56%	.9409	163
Vancouver	710	540	76%	.6904	373
College Total[1]	5,620	3,680	65%	.8019	2,950
BCIT - day	2,000	1,361	68%	.7716	1050
- night	7,800	3,020	39%	1.3562	4095
Emily Carr[1]	-	-	-	-	-
Justice	150	147	98%	.5358	79
Open Learning	600	283	47%	1.1133	315
Institutes Total[1]	10,550	4,811	46%	1.1515	5539
Province Total[1]	16,170	8,491	53%		8489

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[1] North Island and Emily Carr enrolments have been omitted from the figures in this table since these two institutions were not included in the study.

4. RESPONDENT CHARACTERISTICS BY INSTITUTION

The age and sex characteristics of the respondent population are outlined in Table 6. As can be seen from this table, the majority of respondents from the colleges were college age and female (62% and 67% respectively). At the institutes, however, the populations were more equally balanced with the adult age and females being slightly greater in numbers (54% and 53% respectively). Substantial variations were evident among institutions. Males accounted for less than 20% of all respondents at Cariboo, Fraser Valley, Kwantlen and Northwest while females made up less than 20% of the respondents from the Justice Institute. Similarly, adult age students were noticeably absent (less than 20%) among respondents from Kwantlen, Malaspina and New Caledonia. It is difficult to know whether these variations are indicative of a bias in the responses or merely a reflection of the actual target population. As reported earlier in this chapter, no accurate enrolment information is available for the target population. Comparisons between Table 6 and the total career/technical student body (Table 2), however, would suggest that the responses are likely biased in favour of females and college age students. In particular, these biases are likely to be most severe for Cariboo, Douglas and Kwantlen (in terms of more females than males responding) and at Cariboo, Malaspina, New Caledonia and Northwest (in terms of more college age students than adult age students responding).

5. RESPONDENT CHARACTERISTICS BY DISCIPLINE CLUSTER

Students in this study were categorized into 22 discipline clusters. Further, results were tabulated within each discipline for:
a) one-year college or institute program; b) two-year college or institute program; c) BCIT day program; and d) BCIT night courses. Table 7 provides a summary of the Information Sheet returns by these discipline clusters and their sub-categories. Clusters and categories

TABLE 6

RESPONDENT POPULATION BY AGE AND SEX WITHIN INSTITUTION

Institution	Total Weighted Responses	by Age Category (%)			by Sex (%)		
		College Age	Adult Age	Not Reported	Male	Female	Not Reported
Camosun	273	69.2	29.7	1.1	40.5	58.7	0.8
Capilano	431	43.8	55.4	0.9	22.6	76.6	0.7
Cariboo	236	70.8	28.4	0.8	18.7	80.3	1.0
Douglas	242	45.9	52.5	1.6	23.0	75.7	1.4
East Kootenay	105	35.2	64.8	0.0	32.9	66.5	0.6
Fraser Valley	157	66.9	33.1	0.0	18.8	80.9	0.4
Kwantlen	42	83.3	16.7	0.0	16.0	82.7	1.3
Malaspina	236	69.9	30.1	0.0	44.6	55.4	0.0
New Caledonia	236	80.5	19.5	0.0	40.3	59.7	0.0
Northern Lights	95	44.2	54.7	1.1	22.1	77.3	0.6
North Island	-	-	-	-	-	-	-
Northwest	42	57.1	42.9	0.0	17.5	82.5	0.0
Okanagan	320	66.2	32.5	1.3	40.8	58.7	0.6
Selkirk	163	74.9	23.9	1.2	44.5	55.5	0.0
Vancouver	373	68.1	30.6	1.3	36.7	63.0	0.4
College Total	2,950	62.4	36.8	0.8	32.1	67.3	0.6
BCIT	5,145	46.6	52.6	0.8	48.4	50.9	0.6
Emily Carr	-	-	-	-	-	-	-
Justice	79	24.1	73.4	2.5	87.1	11.6	1.4
Open Learning	315	21.0	75.9	3.1	30.0	66.8	3.2
Institute Total	5,539	44.8	54.3	0.9	46.2	53.0	0.8
Province Total	8,489	50.9	48.2	0.9	41.3	58.0	0.7

TABLE 7

SUMMARY OF INFORMATION SHEET RETURNS BY DISCIPLINE CLUSTER

		Number Respondents				
	Discipline Cluster	1 year	2 year	BCIT day	BCIT night	Total
11	Agriculture	-	44	-	9	53
12	Renewable Resources	-	64	113	10	187
13	Non-Renewable Resources	-	-	20	43	63
14	Marine Related	-	4	-	-	4
15	Transportation	-	20	-	-	20
21	Engineering Related	27	53	155	219	454
22	Elect/Electronics Related	19	126	139	71	355
23	Mechanical	-	-	83	-	83
25	Construction Related	2	31	103	95	231
31	Business Administration	378	1,000	306	1,881	3,565
32	Office Administration	11	41	-	-	52
33	Communication Arts	55	125	46	50	276
34	Personal Services	21	31	110	227	389
41	Legal & Social Services	324	238	-	37	599
42	Nursing	-	460	116	10	586
43	Health Related	77	58	170	46	351
44	Education Related	235	103	-	-	338
51	Fine Arts Related	5	388	-	70	463
54	Mathematics Related	3	-	-	37	40
55	Science Related	1	-	-	-	1
56	English Related	10	-	-	-	10
61	Basic Education	11	-	-	-	11
99	Program Unknown	-	-	-	-	360
	Province Total	1,179	2,786	1,361	2,805	8,491

with at least 35 respondents were selected for reporting purposes. In total, thirty-eight clusters and categories met this criterion (Table 8). On a provincial basis, it was possible to associate a specific career/technical program of study to 96% of the 8,491 respondents. Program identification was not possible for 215 of the 3,020 respondents from BCIT night programs. In addition, a further 145 other respondents could not be assigned to particular career/technical programs. The discipline clusters reported in Table 8 account for 93 percent of the total number of respondents and 97 percent of those respondents for whom program identification was possible.

TABLE 8

CAREER/TECHNICAL DISCIPLINE CLUSTERS USED FOR PROVINCIAL REPORTING

Discipline Cluster	Number Respondents 1 year	2 year	BCIT day	BCIT night	Total
11 Agriculture	-	44	-	-	44
12 Renewable Resources	-	64	113	-	177
13 Non-Renewable Resources	-	-	-	43	43
21 Engineering Related	-	53	155	219	427
22 Elect/Electronics Related	-	126	139	71	336
23 Mechanical Related	-	-	83	-	83
25 Construction Related	-	-	103	95	198
31 Business Administration	378	1,000	306	1,881	3,565
32 Office Administration	-	41	-	-	41
33 Communication Arts	55	125	46	50	276
34 Personal Services	-	-	110	227	337
41 Legal & Social Services	324	238	-	37	599
42 Nursing	-	460	116	-	576
43 Health Related	77	58	170	46	351
44 Education Related	235	103	-	-	338
51 Fine Arts Related	-	388	-	70	458
54 Mathematics Related	-	-	-	37	37
Total Respondents in Discipline Clusters Reported	1,069	2,700	1,341	2,776	7,886
Percent of Total	90.7%	96.9%	98.5%	99.0%	92.9%

CHAPTER IV

OBSERVATIONS

Observations from the responses to the Information Sheets are outlined in this chapter. The questionnaire items are grouped into eight categories corresponding to the objectives for the study.

- demographic characteristics of the students (item numbers 4, 5, 9, 10, 25, 26, and 27);
- previous level of educational attainment (item number 18);
- employment background (item numbers 6, 7, and 8);
- student objectives for enrolling in a career/technical program (item numbers 3, 12, and 13);
- reason(s) for choice of institution (item number 14);
- reason(s) for choice of particular career/technical program (item numbers 11, 16, and 17);
- career ambitions and plans (item numbers 20, 22, 23, and 24);
- immediate educational plans and long range educational ambitions (item numbers 19, and 21).

The primary focus of these observations is at the provincial level. Since return rates varied across institutions from a low of 12 percent to a high of 99 percent, individual student responses reported here have been weighted as indicated in the previous chapter.

Provincial results reported in this chapter are based upon the number of individuals actually responding to each question. Provincial results are also reported in Appendix A1 (by type of institution) and in Appendix Reports #1 (by individual institution)[1] and #2 (by discipline cluster)[1]. In these three appendices the figures include the "no response" category for each question. Therefore, response percentages will differ between the results reported here and those found in the appendices.

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[1] Appendix Reports #1 and #2 are separate statistical documents.

For each item on the Information Sheet, the responses have been tabulated by sex and age grouping. College age is defined as students 24 years of age or under while adult age includes students 25 years of age and over. In addition, a series of cross-tabulations are provided for various questions to illustrate relationships between certain responses. This was done wherever testing procedures (see Chapter II, section 5) showed statistically significant differences in the distribution of responses among the cells of the cross-tabulation. Where appropriate, this was done by institution, by career/technical discipline cluster, and for certain specific Information Sheet items.

1. DEMOGRAPHIC CHARACTERISTICS OF THE STUDENTS

The demographic characteristics of the respondents were investigated through a series of seven items on the Information Sheet. These were questions 4, 5, 9, 10, 25, 26, and 27. The latter three questions were identified on the questionnaire as being "optional," in recognition that some students might consider these questions too personal in nature. There was a concern that students might reject the entire questionnaire simply because of these three questions. Thus, the questions were labelled as optional, as a form of compromise to the alternative of omitting the questions completely. The responses for all seven items are reported in this section.

a) Sex (Question 4)

Females comprised the greatest proportion of the responding students with 58.3 percent of the total (Table 9). Two-thirds (67.3%) of the respondents from the colleges were female as compared with just over one-half (53.0%) for the institutes (Appendix A1). Particularly low proportions of male students were found at Cariboo, Fraser Valley, Kwantlen, and Northwest where less than one-fifth of those responding from the career/technical programs were male (Appendix Report #1). The highest proportions of male students in career/technical programs were recorded at the Justice Institute (87.1%), and at BCIT, Selkirk, and Malaspina where just under one-half were male.

TABLE 9

CAREER/TECHNICAL STUDENTS BY SEX AND AGE

(Questions 4 and 5 - column percentages[a])

```
                      Q4
             COUNT   I
            COL PCT  IMALE       FEMALE       ROW
                     I                        TOTAL
                     I        1.I        2.I
Q5          ---------I---------I---------I
                  1. I    86   I   128   I    215
 UNDER 18 YEARS      I   2.5   I   2.6   I    2.6
                    -I---------I---------I
                  2. I  1749   I  2347   I   4095
 18 TO 24 YEARS      I  50.0   I  48.0   I   48.8
                    -I---------I---------I
                  3. I  1210   I  1594   I   2804
 25 TO 34 YEARS      I  34.6   I  32.6   I   33.4
                    -I---------I---------I
                  4. I   346   I   579   I    925
 35 TO 44 YEARS      I   9.9   I  11.9   I   11.0
                    -I---------I---------I
                  5. I   102   I   237   I    339
 45 TO 64 YEARS      I   2.9   I   4.9   I    4.0
                    -I---------I---------I
                  6. I     6   I     2   I      9
 OVER 64 YEARS       I   0.2   I   0.0   I    0.1
                    -I---------I---------I
             COLUMN     3499      4887       8387
              TOTAL     41.7      58.3      100.0
```

```
                     AGE
             COUNT   I
            COL PCT  ICOLLEGE   ADULT AG     ROW
                     IAGE       E            TOTAL
                     I        1.I        2.I
Q4          ---------I---------I---------I
                  1. I  1835   I  1664   I   3499
 MALE                I  42.6   I  40.8   I   41.7
                    -I---------I---------I
                  2. I  2475   I  2412   I   4887
 FEMALE              I  57.4   I  59.2   I   58.3
                    -I---------I---------I
             COLUMN     4310      4077       8386
              TOTAL     51.4      48.6      100.0
```

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[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

On a discipline cluster basis, the traditional sex/occupation breakdown was evident (Appendix Report #2). For example, the traditional female domination in nursing and health related areas appeared, with close to 95 percent of enrolling students in nursing programs and some 90 percent of those in health related areas being female. Business administration, office administration, commercial art, personal service, fine arts, and education related programs all attracted significantly more female than male students.

b) Age Group (Question 5)

The major proportion of students was in the college age group, i.e. 18 to 24 years, or the lower range of the adult group. One-half (51.4%) were of an age less than 25 years, and one-third 25 to 34 years (Table 9). There were 215 entering students who reported an age under 18 years. These were primarily from Camosun, Cariboo, Fraser Valley, Okanagan, and Vancouver (Appendix Report #1). On the average, a much younger age group attended colleges than institutes, with some 62.4 percent of the college students under 25 years whereas the figure for this age range at the institutes was 44.8 percent (Appendix A1). The greater proportion of older students (over 45 years) were found in the Justice Institute (8.8%) and Open Learning Institute (11.3%) populations. As a general rule the composition of BCIT day programs was over 80 percent college age students (Appendix Report #2). BCIT night programs were filled predominantly with adult age students.

c) Residence During Past 12 Months (Question 9)

Two-thirds (66.3%) of the students entering a career/technical program for the first time reported their past year's residence as the Lower Mainland (Table 10). Generally, less than five percent were found in any one of the remaining geographical categories. Some 249 students (3.1% of the total) reported living in other provinces of Canada with a further 99 (1.2%) indicating a residence outside of Canada.

TABLE 10

MAIN PLACE OF RESIDENCE DURING PAST TWELVE MONTHS, BY SEX AND AGE

(Question 9 - column percentages[a])

```
                   Q4
             COUNT I
           COL PCT IMALE      FEMALE      ROW
                   I                      TOTAL
                   I       1.I       2.I
Q9         --------I---------I---------I
                1. I    28   I    98   I    126
   N.LIGHTS        I   0.9   I   2.1   I    1.6
                  -I---------I---------I
                2. I    44   I    71   I    115
   NORTHWEST       I   1.3   I   1.5   I    1.4
                  -I---------I---------I
                3. I    82   I   147   I    230
   NEW CAL         I   2.5   I   3.2   I    2.9
                  -I---------I---------I
                4. I    75   I   173   I    248
   CARIBOO         I   2.2   I   3.7   I    3.1
                  -I---------I---------I
                5. I   163   I   224   I    387
   OKANAGAN        I   4.9   I   4.8   I    4.8
                  -I---------I---------I
                6. I    50   I    83   I    134
   EAST KOOT       I   1.5   I   1.8   I    1.7
                  -I---------I---------I
                7. I    41   I    81   I    122
   SELKIRK         I   1.2   I   1.7   I    1.5
                  -I---------I---------I
                8. I    31   I    44   I     75
   N.ISLAND        I   0.9   I   0.9   I    0.9
                  -I---------I---------I
                9. I   102   I   135   I    238
   MALASPINA       I   3.1   I   2.9   I    3.0
                  -I---------I---------I
               10. I   166   I   213   I    380
   CAMOSUN         I   5.0   I   4.6   I    4.8
                  -I---------I---------I
               11. I   101   I   188   I    289
   FR.VALLEY       I   3.0   I   4.0   I    3.6
                  -I---------I---------I
               12. I  2302   I  2991   I   5294
   LOWER MAINLAND  I  68.9   I  64.4   I   66.3
                  -I---------I---------I
               13. I   112   I   137   I    249
   OTHER PROVINCE  I   3.3   I   3.0   I    3.1
                  -I---------I---------I
               14. I    41   I    58   I     99
   OUTSIDE CANADA  I   1.2   I   1.2   I    1.2
                  -I---------I---------I
            COLUMN    3340      4644       7984
             TOTAL    41.8      58.2      100.0
```

```
                   AGE
             COUNT I
           COL PCT ICOLLEGE   ADULT AG    ROW
                   IAGE       E           TOTAL
                   I       1.I       2.I
Q9         --------I---------I---------I
                1. I    67   I    60   I    127
   N.LIGHTS        I   1.6   I   1.5   I    1.6
                  -I---------I---------I
                2. I    75   I    39   I    114
   NORTHWEST       I   1.9   I   1.0   I    1.4
                  -I---------I---------I
                3. I   154   I    76   I    230
   NEW CAL         I   3.8   I   1.9   I    2.9
                  -I---------I---------I
                4. I   167   I    81   I    247
   CARIBOO         I   4.1   I   2.1   I    3.1
                  -I---------I---------I
                5. I   261   I   124   I    386
   OKANAGAN        I   6.4   I   3.2   I    4.8
                  -I---------I---------I
                6. I    55   I    80   I    134
   EAST KOOT       I   1.3   I   2.0   I    1.7
                  -I---------I---------I
                7. I    75   I    47   I    122
   SELKIRK         I   1.8   I   1.2   I    1.5
                  -I---------I---------I
                8. I    54   I    20   I     74
   N.ISLAND        I   1.3   I   0.5   I    0.9
                  -I---------I---------I
                9. I   182   I    56   I    238
   MALASPINA       I   4.5   I   1.4   I    3.0
                  -I---------I---------I
               10. I   228   I   152   I    380
   CAMOSUN         I   5.6   I   3.9   I    4.8
                  -I---------I---------I
               11. I   163   I   124   I    287
   FR.VALLEY       I   4.0   I   3.2   I    3.6
                  -I---------I---------I
               12. I  2406   I  2890   I   5296
   LOWER MAINLAND  I  59.0   I  74.0   I   66.4
                  -I---------I---------I
               13. I   140   I   109   I    249
   OTHER PROVINCE  I   3.4   I   2.8   I    3.1
                  -I---------I---------I
               14. I    52   I    47   I     99
   OUTSIDE CANADA  I   1.3   I   1.2   I    1.2
                  -I---------I---------I
            COLUMN    4078      3903       7981
             TOTAL    51.1      48.9      100.0
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[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

While there was a statistically significant difference noted in the male/female distribution according to place of residence, when the Cramer's V test was used the difference was considered minimal for reporting purposes.

As previously indicated, on a province-wide basis, the respondents were almost equally divided between college age and adult age students. By place of residence, however, there were significant differences between age groupings. For example, a higher proportion of adult age students were from the Lower Mainland than compared with college age students (74% versus 59%). The reverse was evident for the college areas of New Caledonia, Cariboo, North Island, Malaspina, and Okanagan.

At most of the colleges, over 75% of the entering students listed their place of residence during the past 12 months as within the same college region (Table 11). The few exceptions to this were Selkirk (46.7%), New Caledonia (66.7%), Malaspina (69.6%) and Cariboo (71.2%).

The institutes included in this study (BCIT, Justice, and Open Learning) are all located in the Lower Mainland area. A total of 4,360 individuals from the 4,892 students (89.1%) attending BCIT or the Justice Institute were from the Fraser Valley or Lower Mainland regions. For BCIT alone, the figures were 73.9% for day program students and 93.6% for night students. This is despite the fact that these institutes are intended to have a provincial mandate. In contrast, the corresponding figure for the Open Learning Institute (a distance learning institution) was 83 students out of 303 (27.4%).

Cross-tabulations of the "main place of residence during the past twelve months" with the institution where the student would "hope to enrol" in the future (Question 21) are shown in Table 12. There was a considerable range in the proportions of career/technical students indicating they would attend the college located in their own geographical area. The East Kootenay and Northern Lights regions had

TABLE 11

CROSS-TABULATION OF RESPONSES - RESIDENCE DURING PAST 12 MONTHS (QUESTION 9) VERSUS INSTITUTION IN WHICH CURRENTLY ENROLLED

(Row Percentages)

Residence During Past 12 Months (Question 9):

Present Institution	Camosun	Cariboo	East Kootenay	Malaspina	New Caledonia	Northern Lights	Northwest	Okanagan	Selkirk	North Island	Fraser Valley	Lower Mainland	Sub Total	Other Province	Outside Canada	Total (N)
Camosun	84.6	0.0	0.0	2.8	0.0	0.0	0.6	0.6	0.0	6.2	0.0	1.8	96.6	2.4	1.0	265
Cariboo	2.1	71.2	1.0	0.7	1.4	1.7	1.4	8.3	0.7	1.0	1.7	4.9	96.2	3.1	0.7	223
E. Kootenay	0.0	0.7	89.5	0.0	0.7	0.0	0.0	1.3	0.7	0.0	0.0	3.3	96.1	3.9	0.0	103
Malaspina	7.1	0.0	0.0	69.6	1.8	0.0	0.0	0.0	0.0	3.6	1.8	8.9	92.9	7.1	0.0	236
N. Caledonia	1.4	4.2	0.0	0.0	66.7	6.3	8.3	2.8	0.0	0.7	0.0	1.4	91.6	5.6	2.8	228
N. Lights	0.7	2.7	0.7	0.0	0.7	97.2	0.0	2.7	0.0	1.3	0.7	0.7	97.3	2.7	0.0	91
Northwest	1.9	1.9	0.0	0.0	3.8	0.0	84.6	1.9	0.0	1.9	0.0	1.9	98.1	1.9	0.0	38
Okanagan	0.6	2.0	1.2	0.0	1.4	1.2	0.6	81.6	1.0	0.2	0.4	2.5	92.8	6.4	0.8	295
Selkirk	2.4	3.0	5.3	2.4	2.4	1.2	2.4	7.1	46.7	1.8	0.6	17.2	92.3	6.5	1.2	159
Fr. Valley	1.2	0.8	1.2	1.6	0.0	0.4	0.0	2.4	0.0	1.2	76.7	9.2	94.8	4.4	0.8	153
Capilano	1.1	0.7	0.0	1.1	0.7	0.0	0.0	0.7	0.4	0.4	0.4	89.9	95.6	2.2	2.2	421
Douglas	0.0	0.2	0.0	0.2	0.2	0.5	0.2	0.5	0.0	0.5	3.9	92.2	98.5	1.0	0.5	226
Kwantlen	2.7	2.7	0.0	5.4	0.0	0.0	0.0	2.7	1.4	0.0	1.4	79.7	95.9	4.1	0.0	41
Vancouver	2.4	0.6	0.6	0.2	1.2	0.4	0.8	1.0	0.6	1.0	2.4	85.5	96.6	2.2	1.2	347
B.C.I.T.	1.5	0.6	0.3	0.6	0.4	0.2	0.6	1.3	0.4	0.6	2.7	86.8	95.8	2.8	1.4	4819
Justice	13.2	2.9	0.7	1.5	5.9	0.7	0.7	0.0	1.5	2.2	12.5	52.9	94.9	5.1	0.0	73
Open Learning	12.5	8.5	2.9	5.9	9.9	4.8	7.7	11.0	7.0	0.4	1.5	26.1	98.2	1.8	0.0	303
Totals by Place of Residence (N)	390	248	134	238	230	130	116	388	123	75	289	5312	7673	251	99	8022

TABLE 12

CROSS TABULATION OF SELECTED RESPONSES - RESIDENCE DURING PAST 12 MONTHS (QUESTION 9) VS. INSTITUTION OF POSSIBLE FUTURE ENROLMENT (QUESTION 21)

(Row Percentages)

Residence During Past 12 Months (Question 9)	Future Institution (Question 21): Camosun	Cariboo	East Ktny.	Malaspina	New Caledonia	Northern Lights	Northwest	Okanagan	Selkirk	North Island	Fraser Valley	Capilano Douglas Kwantlen Vancouver	BCIT	O.L.I.	U.B.C.	S.F.U.	U.Vic.	Total
Camosun	29.5	0.5	0.0	0.6	0.6	0.2	0.0	0.2	0.0	0.0	0.2	0.8	20.9	5.5	7.8	1.3	21.0	262
Cariboo	1.2	36.5	0.4	0.5	0.0	0.0	0.0	1.8	0.0	0.0	0.0	2.4	7.9	5.2	14.8	5.2	5.7	164
E. Kootenay	0.8	0.0	62.0	0.0	0.0	0.0	0.0	0.7	0.0	0.0	0.0	1.6	10.2	5.9	2.0	3.8	3.8	87
Malaspina	4.7	0.0	0.0	22.1	0.0	0.0	0.0	0.0	0.0	0.8	0.4	0.4	25.7	3.6	23.1	0.5	12.3	145
New Caledonia	0.4	1.8	0.0	1.2	22.1	0.0	0.5	0.0	0.0	0.0	0.0	3.2	26.7	12.6	15.4	2.3	3.7	153
N. Lights	0.0	0.9	0.0	0.0	0.9	51.4	0.0	1.7	0.0	0.0	0.9	2.7	9.6	4.7	9.1	1.7	3.1	71
Northwest	8.1	1.2	0.0	0.0	1.1	0.0	22.0	0.0	0.0	0.0	0.0	0.0	29.4	12.5	12.3	0.0	6.2	62
Okanagan	0.0	1.8	0.6	0.3	0.3	0.3	0.0	30.1	0.4	0.0	0.5	2.4	19.0	4.8	11.2	4.0	5.5	235
Selkirk	0.0	0.0	1.2	0.0	0.0	0.0	0.0	2.0	23.9	0.0	0.0	4.3	10.6	11.5	9.3	3.2	9.7	78
North Island	5.7	1.5	0.0	9.4	0.0	0.0	0.0	0.0	0.0	1.5	0.0	0.0	26.7	0.0	22.1	8.8	8.6	50
Fraser Valley	0.3	1.1	0.0	0.0	1.0	0.0	0.0	0.3	0.0	0.0	23.9	10.6	35.9	0.0	8.1	7.0	1.8	197
Lower Mainland	0.3	0.1	0.1	0.1	0.1	0.0	0.0	0.2	0.1	0.1	0.1	9.4	60.1	1.2	14.9	5.6	0.7	3730
Other Province	4.2	1.0	0.9	1.0	1.0	0.8	0.0	2.3	0.0	0.0	0.4	4.8	37.1	1.1	17.8	4.6	1.8	153
Outside Canada	0.0	0.0	0.0	0.0	2.4	0.0	0.0	0.0	0.0	0.0	0.0	8.7	52.9	0.0	7.7	3.0	2.4	66
TOTAL (N)	113	79	63	46	45	39	14	88	22	4	56	406	2649	129	767	270	154	5453

the highest proportions so indicating, with 62.0% and 51.4%, respectively. The North Island region had the lowest figure but then the corresponding college was not included in the survey. BCIT was listed by a significant proportion of the students from the Fraser Valley and Lower Mainland regions (35.9% and 60.1% respectively). Varying proportions also indicated a general preference for UBC over the other two universities, although there were exceptions. Selkirk and Camosun region students preferred U.Vic.

The location of residence during the past twelve month period was also tabulated against responses dealing with where the student "hoped to find full-time employment" (Question 23) after leaving the career/technical program (Table 13). For persons who had been living in the interior of the province, from one-half to two-thirds of the students hoped to find employment in their local area. Three-quarters of the students in the Camosun and Malaspina college regions on Vancouver Island would seek full-time employment on the Island. At least 4 of 5 students residing in the Fraser Valley/Lower Mainland area would expect employment in that area. Substantial numbers of students from outside the Fraser Valley/Lower Mainland, usually between 10 and 20 percent, indicated they hoped to find employment in the metropolitan areas of Vancouver (Lower Mainland).

d) Change of Residence in Order to Enrol (Question 10)

In response to the question "Did you change your place of residence in order to enrol in this program or course?" only fourteen percent replied that they had (Table 14). For most of those who did move, the distance was usually greater than 50 miles.

There was a greater tendency for the college age rather than the adult age student to change residence in order to attend a college or institute. Almost seventeen percent of this age group moved 50 or more miles as compared with only four percent of the adult age group.

TABLE 13

CROSS TABULATION OF RESPONSES - RESIDENCE DURING PAST 12 MONTHS (QUESTION 9) VERSUS LOCATION WHERE STUDENT HOPES TO FIND FULL-TIME EMPLOYMENT (QUESTION 23)

(Row Percentages)

Future Full-Time Employment (Question 23):

Residence During Past 12 Months (Question 9)	Peace River North East B.C.	North West B.C.	Central B.C.	Okanagan	Kootenays	Vancouver Island	Fraser Valley	Lower Mainland	Central Coast	Subtotal	Other Province	Outside Canada	Total (N)
Northern Lights	62.7	7.1	8.7	4.9	0.0	1.2	1.0	8.9	2.5	97.0	3.0	0.0	62
Northwest	1.0	64.3	1.0	1.0	3.3	3.7	2.1	7.5	10.2	94.2	1.8	4.0	76
New Caledonia	3.3	8.7	56.8	6.6	1.2	6.9	2.9	7.5	0.0	93.8	2.8	3.4	162
Cariboo	0.5	1.5	51.2	13.5	3.7	3.0	0.5	13.8	1.0	88.6	8.4	3.0	159
Okanagan	2.3	1.1	2.6	71.6	0.9	2.2	0.6	8.5	1.6	91.4	4.0	4.6	224
E. Kootenay	2.0	0.0	0.0	5.6	69.1	6.9	0.0	10.3	0.0	93.8	6.2	0.0	48
Selkirk	2.4	1.2	0.0	5.1	59.2	3.6	0.0	10.5	0.0	82.1	13.7	4.2	78
North Island	1.4	1.1	4.1	3.2	0.0	58.8	1.1	19.9	1.4	90.9	5.0	4.1	57
Malaspina	0.5	0.6	0.0	2.4	2.4	75.3	1.1	14.6	0.4	97.3	2.7	0.0	179
Camosun	0.4	1.4	0.7	1.9	1.4	75.7	0.8	12.1	0.9	95.4	3.3	1.3	256
Fraser Valley	0.9	0.4	5.1	1.5	0.7	0.3	47.3	34.7	0.4	91.4	5.9	2.7	180
Lower Mainland	0.6	1.0	1.9	1.9	0.8	3.2	2.2	82.3	0.6	94.4	2.8	2.8	2174
Other Province	3.2	2.2	6.6	6.8	3.4	18.7	1.5	26.4	1.2	69.9	27.5	2.6	131
Outside Canada	0.0	10.4	12.2	3.2	0.0	7.4	1.8	54.5	0.0	89.4	5.1	5.5	44
TOTALS (N)	75	107	255	267	123	491	149	2056	33	3554	170	105	3829

TABLE 14

PLACE OF RESIDENCE CHANGED IN ORDER TO ENROL IN THE PROGRAM, BY SEX AND AGE

(Question 10 - column percentages[a])

```
                       Q4
                COUNT  I
              COL PCT  IMALE      FEMALE      ROW
                       I                      TOTAL
                       I        1.I       2.I
Q10            --------I---------I---------I
                   1.  I  2920   I  4178   I  7098
  NO                   I  84.5   I  86.6   I  85.7
                      -I---------I---------I
                   2.  I   129   I   169   I   298
  YES  <=50 MILES      I   3.7   I   3.5   I   3.6
                      -I---------I---------I
                   3.  I   408   I   480   I   888
  YES  >50 MILES       I  11.8   I   9.9   I  10.7
                      -I---------I---------I
               COLUMN     3457      4827      8284
                TOTAL     41.7      58.3     100.0
```

```
                       AGE
                COUNT  I
              COL PCT  ICOLLEGE   ADULT AG    ROW
                       IAGE       E           TOTAL
                       I        1.I       2.I
Q10            --------I---------I---------I
                   1.  I  3317   I  3778   I  7095
  NO                   I  78.0   I  93.8   I  85.7
                      -I---------I---------I
                   2.  I   217   I    82   I   299
  YES  <=50 MILES      I   5.1   I   2.0   I   3.6
                      -I---------I---------I
                   3.  I   717   I   168   I   885
  YES  >50 MILES       I  16.9   I   4.2   I  10.7
                      -I---------I---------I
               COLUMN     4251      4028      8279
                TOTAL     51.3      48.7     100.0
```

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[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

The greatest proportions reporting a change of residence in order to enrol at college were from students attending Selkirk (54.9%), New Caledonia (48.3%), Northwest (45.6%), and Malaspina (41.0%) (Appendix Report #1). Only 12.3 percent of those enrolled at BCIT reported a change of residence. This figure was generally due to the very low proportions (in the order of 5%) of "night course" students at BCIT who reported a change of residence. For the day programs at BCIT the proportions were typically 30 to 40%. By discipline cluster the highest reported residential change occurred for students enrolling in agriculture (81.8%), renewable resources (53.1 to 67.2%), and commercial art (56.3%) (Appendix Report #2).

e) Father's Main Occupation (Question 25)

The question concerning father's occupation was listed on the Information Sheet as being optional. Nevertheless, over three-quarters (77.8%) of the surveyed students did respond. The non-respondents did not appear to differ from respondents on the basis of age or sex. The non-response rate however, was highest (over 25%) at Douglas, Vancouver, and the Justice Institute (Appendix Report #1).

Of those that did respond, over one-third (36.1%) indicated their father's main occupation as "managerial" or "professional" (Table 15). A further 42.7 percent of the fathers were reportedly employed in occupations that might be considered as career in nature (i.e., clerical, own farm, sales, service, skilled work, technical, transport) as opposed to the 14.2 percent working manual/labour related positions (i.e., mining, logging, fishing, semi-skilled and unskilled worker). A slightly greater percentage of males (38.4%) reported their father in a managerial/professional occupation as compared with females (34.5%).

TABLE 15

FATHER'S MAIN OCCUPATION, BY SEX AND AGE

(Question 25 - column percentages[a])

```
                    Q4
             COUNT  I
           COL PCT  IMALE      FEMALE     ROW
                    I                     TOTAL
                    I      1.I      2.I
Q25        ---------I--------I--------I
                1.  I   58   I   68   I   126
  CLERICAL          I  2.1   I  1.8   I   1.9
                   -I--------I--------I
                2.  I   87   I  227   I   314
  FARMER-OWN FARM   I  3.2   I  5.9   I   4.8
                   -I--------I--------I
                3.  I  696   I  876   I  1572
  MANAGERIAL        I 25.4   I 23.0   I  24.0
                   -I--------I--------I
                4.  I  125   I  227   I   352
  MINE.LOG.FISH.FA  I  4.6   I  5.9   I   5.4
                   -I--------I--------I
                5.  I  357   I  439   I   796
  PROFESSIONAL      I 13.0   I 11.5   I  12.1
                   -I--------I--------I
                6.  I  177   I  248   I   425
  SALES             I  6.4   I  6.5   I   6.5
                   -I--------I--------I
                7.  I  144   I  164   I   308
  SEMI-SKILL WORK   I  5.2   I  4.3   I   4.7
                   -I--------I--------I
                8.  I  125   I  224   I   349
  SERVICE           I  4.6   I  5.9   I   5.3
                   -I--------I--------I
                9.  I  514   I  677   I  1190
  SKILLED WORKER    I 18.7   I 17.7   I  18.1
                   -I--------I--------I
               10.  I  116   I  111   I   227
  TECHNICAL         I  4.2   I  2.9   I   3.5
                   -I--------I--------I
               11.  I   80   I   90   I   170
  TRANSPORT.COMM    I  2.9   I  2.4   I   2.6
                   -I--------I--------I
               12.  I  105   I  164   I   269
  UNSKILLED WORK    I  3.8   I  4.3   I   4.1
                   -I--------I--------I
               13.  I  161   I  300   I   462
  OTHER             I  5.9   I  7.9   I   7.0
                   -I--------I--------I
            COLUMN    2744     3815      6559
             TOTAL    41.8     58.2     100.0
```

```
                    AGE
             COUNT  I
           COL PCT  ICOLLEGE  ADULT AG   ROW
                    IAGE      E          TOTAL
                    I      1.I      2.I
Q25        ---------I--------I--------I
                1.  I   40   I   85   I   125
  CLERICAL          I  1.2   I  2.7   I   1.9
                   -I--------I--------I
                2.  I  117   I  198   I   316
  FARMER-OWN FARM   I  3.4   I  6.3   I   4.8
                   -I--------I--------I
                3.  I  857   I  713   I  1570
  MANAGERIAL        I 25.1   I 22.8   I  24.0
                   -I--------I--------I
                4.  I  191   I  161   I   352
  MINE.LOG.FISH.FA  I  5.6   I  5.1   I   5.4
                   -I--------I--------I
                5.  I  428   I  367   I   795
  PROFESSIONAL      I 12.5   I 11.7   I  12.1
                   -I--------I--------I
                6.  I  216   I  208   I   424
  SALES             I  6.3   I  6.6   I   6.5
                   -I--------I--------I
                7.  I  157   I  150   I   307
  SEMI-SKILL WORK   I  4.6   I  4.8   I   4.7
                   -I--------I--------I
                8.  I  187   I  162   I   349
  SERVICE           I  5.5   I  5.2   I   5.3
                   -I--------I--------I
                9.  I  633   I  550   I  1183
  SKILLED WORKER    I 18.5   I 17.6   I  18.1
                   -I--------I--------I
               10.  I  122   I  105   I   227
  TECHNICAL         I  3.6   I  3.3   I   3.5
                   -I--------I--------I
               11.  I   83   I   87   I   170
  TRANSPORT.COMM    I  2.4   I  2.8   I   2.6
                   -I--------I--------I
               12.  I  119   I  149   I   268
  UNSKILLED WORK    I  3.5   I  4.8   I   4.1
                   -I--------I--------I
               13.  I  265   I  194   I   459
  OTHER             I  7.8   I  6.2   I   7.0
                   -I--------I--------I
            COLUMN    3415     3128      6543
             TOTAL    52.2     47.8     100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

The fathers of career/technical students would appear to be a selective sample from the total male B.C. workforce in occupational terms (Table 15-A). Only 21.7% of the workforce is listed as being in "Managerial" or "Professional" occupations whereas 36.1% of the respondents' fathers were in these groupings. At the same time, 5.2% of the workforce was in clerical occupations but only 1.9% of the respondents' fathers were so listed.

The highest percentages of students reporting their father's occupation as "managerial" were recorded at Capilano (24.8%), East Kootenay, and O.L.I. (each with 21 percent), and at BCIT (19.5%). Capilano and Kwantlen had the highest proportion of fathers in the "professional" category, 18.6 and 12.0 percent respectively (Appendix Report #1).

f) Mother's Highest Level of Education Completed (Question 26)

The question concerning mother's education, like the one on father's occupation, was listed as optional on the Information Sheet. Students appeared slightly more receptive to this question, however, with 80.7% responding. Again, non-respondents did not differ from respondents by age or sex. Non-response rates were highest (over 25%) at Douglas, Vancouver, and the Justice Institute (Appendix Report #1).

For those responding, a small percentage (10.5%) reported their mother's highest completed level of education as being "less than grade 8" (Table 16). Slightly more than one-third (35.8%) had at least some post-secondary education. College age students were more likely to report their mothers' having completed some post-secondary education (39.6%) than were adult age students (32.0%).

TABLE 15-A

COMPARISON OF THE MALE B.C. WORKFORCE WITH THE FATHERS OF CAREER/TECHNICAL STUDENTS, BY SELECTED OCCUPATION
(Column Percentages)

Occupation	B.C. Male Workforce	Fathers of Career/Technical Students (Question 25)
Managerial/Professional	21.7	36.1
Clerical	5.2	1.9
Sales	10.6	6.5
Service	10.5	5.3
Transportation	7.1	2.6
Total (N)	793,000	6,559

Estimated B.C. male labour force in September, 1981 as reported in The Labour Force. Statistics Canada. Ottawa, Ontario. Catalogue 71-001 (September, 1981). Table 18.

TABLE 16

MOTHER'S HIGHEST LEVEL OF EDUCATION COMPLETED, BY SEX AND AGE

(Question 26 - column percentages[a])

```
                     Q4
           COUNT   I
          COL PCT  IMALE       FEMALE      ROW
                   I                       TOTAL
                   I        1.I        2.I
Q26       ---------I---------I---------I
              1.   I   282   I   430   I    712
 LESS THAN GR.8    I  10.1   I  10.7   I   10.5
                  -I---------I---------I
              2.   I   321   I   566   I    886
 SEC.1-2 YEARS     I  11.5   I  14.1   I   13.0
                  -I---------I---------I
              3.   I   822   I  1166   I   1988
 SEC.3-5 YEARS     I  29.4   I  29.1   I   29.2
                  -I---------I---------I
              4.   I   646   I  1011   I   1657
 SOME POST-SEC     I  23.1   I  25.2   I   24.3
                  -I---------I---------I
              5.   I   161   I   214   I    375
 BACHELOR DEGREE   I   5.8   I   5.3   I    5.5
                  -I---------I---------I
              6.   I    51   I    83   I    134
 SOME GRAD.STUDY   I   1.8   I   2.1   I    2.0
                  -I---------I---------I
              7.   I   105   I   171   I    275
 POST-GRAD DEGREE  I   3.7   I   4.3   I    4.0
                  -I---------I---------I
              8.   I   405   I   372   I    777
 DO NOT KNOW       I  14.5   I   9.3   I   11.4
                  -I---------I---------I
           COLUMN     2793      4013       6805
            TOTAL     41.0      59.0      100.0
```

```
                     AGE
           COUNT   I
          COL PCT  ICOLLEGE   ADULT AG    ROW
                   IAGE       E           TOTAL
                   I        1.I        2.I
Q26       ---------I---------I---------I
              1.   I   264   I   448   I    712
 LESS THAN GR.8    I   7.5   I  13.7   I   10.5
                  -I---------I---------I
              2.   I   423   I   459   I    882
 SEC.1-2 YEARS     I  12.0   I  14.1   I   13.0
                  -I---------I---------I
              3.   I  1029   I   953   I   1982
 SEC.3-5 YEARS     I  29.2   I  29.2   I   29.2
                  -I---------I---------I
              4.   I   921   I   730   I   1650
 SOME POST-SEC     I  26.1   I  22.4   I   24.3
                  -I---------I---------I
              5.   I   210   I   168   I    378
 BACHELOR DEGREE   I   5.9   I   5.2   I    5.6
                  -I---------I---------I
              6.   I    79   I    54   I    134
 SOME GRAD.STUDY   I   2.2   I   1.7   I    2.0
                  -I---------I---------I
              7.   I   191   I    87   I    277
 POST-GRAD DEGREE  I   5.4   I   2.7   I    4.1
                  -I---------I---------I
              8.   I   412   I   365   I    777
 DO NOT KNOW       I  11.7   I  11.2   I   11.4
                  -I---------I---------I
           COLUMN     3528      3264       6792
            TOTAL     51.9      48.1      100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

A comparison of the schooling levels of the total B.C. female population aged 45 to 64 years with that of the mothers of career/technical students is shown in Table 16-A. It can be seen from this table that 11.5% of the students have mothers with university degrees whereas only 3.5% of the female population has this level of education. Similarly, only 10.8% of the students' mothers had less than Grade 8 education whereas 23.8% of the B.C. female population were in this category.

h) Main Source of Funds (Question 27)

As with the previous two questions, Question 27 was listed as optional. Nearly one-fifth (19.0%) of the students elected not to respond. Non-respondence rates were roughly equal for both sexes and age groups but highest (over 25%) for Douglas, Selkirk, Vancouver, and the Justice Institute (Appendix Report #1).

In the main, a full-time job was the source of funds for the largest proportion of students (42.6%). This was followed by one-quarter (25.6%) of the students who would rely on personal savings. "Loans" were indicated by only 5.5 percent (see Table 17).

A significant difference in responses was noted between male and female students. More males than females indicated relying on a full-time job or personal savings. Females, on the other hand, reported more frequently than males that they were relying on assistance from a spouse.

As might be expected, large differences in the source of funds were noted between the two age groupings. College age students relied primarily on "personal savings" (32.4%) as compared with only 18.3 percent of adult age students. On the other hand, 57 percent of the adult age students used their full-time job as a source of funds, compared with only 29.0 percent of the college age students.

TABLE 16-A

COMPARISON OF THE B.C. FEMALE POPULATION (AGES 45 TO 64 YEARS) WITH THE MOTHERS OF CAREER/TECHNICAL STUDENTS, BY LEVEL OF SCHOOLING

(Column Percentages)

Level of Schooling	1976 Female Population (45 - 64 Years)	Mothers of Career/Technical Students (Question 26)
Less than Grade 8	23.8	10.5
Secondary (1-2 Years)	20.1	13.0
Secondary (1-3 Years)	27.4	29.2
Some Post-Secondary	25.2	24.3
University Degree	3.5	11.5
Do Not Know	-	11.4
Total (N)	252,770	6,805

1976 Census Canada. Statistics Canada. Ottawa, Ontario. 1976. Catalogue 94-806, Table 15.

TABLE 17

MAIN SOURCE OF FUNDS DURING ENROLMENT IN THE PROGRAM, BY SEX AND AGE

(Question 27 - column percentages[a])

```
                   Q4
           COUNT   I
         COL PCT   IMALE       FEMALE      ROW
                   I                       TOTAL
                   I        1.I        2.I
Q27       ---------I---------I---------I
              1.   I   819   I   927   I   1746
 PERSONAL SAVINGS  I  29.3   I  23.0   I   25.6
                  -I---------I---------I
              2.   I  1249   I  1659   I   2908
 FULL-TIME JOB     I  44.7   I  41.1   I   42.6
                  -I---------I---------I
              3.   I   226   I   333   I    559
 PART-TIME JOB     I   8.1   I   8.3   I    8.2
                  -I---------I---------I
              4.   I   171   I   306   I    477
 PARENTS           I   6.1   I   7.6   I    7.0
                  -I---------I---------I
              5.   I    66   I   339   I    406
 SPOUSE            I   2.4   I   8.4   I    5.9
                  -I---------I---------I
              6.   I   135   I   244   I    378
 LOAN              I   4.8   I   6.0   I    5.5
                  -I---------I---------I
              7.   I    13   I    20   I     32
 SCHOLARSHIP       I   0.5   I   0.5   I    0.5
                  -I---------I---------I
              8.   I    15   I    20   I     35
 BURSARY           I   0.5   I   0.5   I    0.5
                  -I---------I---------I
              9.   I   100   I   184   I    284
 OTHER             I   3.6   I   4.6   I    4.2
                  -I---------I---------I
           COLUMN     2794      4032       6826
            TOTAL     40.9      59.1      100.0
```

```
                   AGE
           COUNT   I
         COL PCT   ICOLLEGE   ADULT AG    ROW
                   IAGE       E           TOTAL
                   I        1.I        2.I
Q27       ---------I---------I---------I
              1.   I  1132   I   607   I   1739
 PERSONAL SAVINGS  I  32.4   I  18.3   I   25.5
                  -I---------I---------I
              2.   I  1012   I  1894   I   2906
 FULL-TIME JOB     I  29.0   I  57.0   I   42.7
                  -I---------I---------I
              3.   I   382   I   175   I    556
 PART-TIME JOB     I  10.9   I   5.3   I    8.2
                  -I---------I---------I
              4.   I   466   I     9   I    476
 PARENTS           I  13.4   I   0.3   I    7.0
                  -I---------I---------I
              5.   I    91   I   316   I    407
 SPOUSE            I   2.6   I   9.5   I    6.0
                  -I---------I---------I
              6.   I   235   I   142   I    377
 LOAN              I   6.7   I   4.3   I    5.5
                  -I---------I---------I
              7.   I    29   I     3   I     32
 SCHOLARSHIP       I   0.8   I   0.1   I    0.5
                  -I---------I---------I
              8.   I    28   I     7   I     35
 BURSARY           I   0.8   I   0.2   I    0.5
                  -I---------I---------I
              9.   I   117   I   168   I    285
 OTHER             I   3.3   I   5.1   I    4.2
                  -I---------I---------I
           COLUMN     3492      3322       6814
            TOTAL     51.2      48.8      100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Variations in students' sources of funds among the colleges were also noted (Appendix Report #1). For example, students at New Caledonia and Malaspina (over one-third) relied on "savings." Nearly one-fifth of those enrolled at Kwantlen, Malaspina, and Selkirk financed their year at college by use of "loans." Over 40% of the students at East Kootenay, BCIT, and Justice Institute indicated "full-time job."

2. PREVIOUS LEVEL OF EDUCATIONAL ATTAINMENT

The topic of the level of education completed by the student before starting the present career/technical program was addressed by the one item, Question 18, on the Information Sheet. The responses to this item are reported in this section.

Eleven and one-half percent of the students indicated they held a degree, either a bachelor's or post-graduate (Table 18). In addition, a further 29.9 percent replied that they already had some post-secondary study. On the other hand, one-half (51.5%) had completed no more than grade 12.

It is worth noting that there was no significant difference by sex in the level of education completed prior to starting the present career/technical program. Again, results by age group were somewhat different. The adult age student, as compared to the college age student, was more likely to have completed degree requirements (19.2% to 4.4% respectively). The foreign equivalent of grade 12, college preparatory, and G.E.D. certificate were also more likely found in the adult age group than the college age group.

Table 18-A provides a comparison of the educational attainment of the career/technical students with that of the total B.C. population, aged 15 to 34 years. As can be observed from this table, the students appear to be more educated than the general population. Only 5.2% of the students had less than grade 12 whereas 36.2% of the population fit this description. On the other hand, the proportions with at least some post-secondary education are relatively similar (41.4% of the students and 38.3% of the total population).

TABLE 18

HIGHEST LEVEL OF EDUCATION COMPLETED BEFORE STARTING PRESENT PROGRAM, BY SEX AND AGE

(Question 18 - column percentages[a])

Q18	COUNT COL PCT	Q4 MALE 1.	FEMALE 2.	ROW TOTAL
GRADE 11 OR LESS	1.	135	285	420
		4.0	6.1	5.2
GRADE 12	2.	1527	2188	3714
		45.4	46.9	46.3
COLL.PREPARATORY	3.	136	210	347
		4.1	4.5	4.3
EQUIV. TO GR.12	4.	96	132	228
		2.9	2.8	2.8
SOME POST-SEC.	5.	1023	1377	2400
		30.4	29.5	29.9
BACHELOR DEGREE	6.	364	398	762
		10.8	8.5	9.5
POST-GRAD.DEGREE	7.	79	78	157
		2.4	1.7	2.0
	COLUMN TOTAL	3360	4668	8028
		41.9	58.1	100.0

Q18	COUNT COL PCT	AGE COLLEGE AGE 1.	ADULT AGE 2.	ROW TOTAL
GRADE 11 OR LESS	1.	103	317	420
		2.5	8.2	5.2
GRADE 12	2.	2493	1210	3703
		59.8	31.5	46.2
COLL.PREPARATORY	3.	116	230	346
		2.8	6.0	4.3
EQUIV. TO GR.12	4.	49	178	227
		1.2	4.6	2.8
SOME POST-SEC.	5.	1222	1170	2393
		29.3	30.4	29.9
BACHELOR DEGREE	6.	151	616	767
		3.6	16.0	9.6
POST-GRAD.DEGREE	7.	34	122	156
		0.8	3.2	2.0
	COLUMN TOTAL	4168	3844	8012
		52.0	48.0	100.0

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

TABLE 18-A

COMPARISON OF THE POPULATION, AGES 15 TO 34 YEARS[a], WITH THE CAREER/TECHNICAL STUDENTS, BY LEVEL OF SCHOOLING (Column Percentages)

Level of Schooling	1976 Population (15 - 34 Years)	Career/Technical Students (Question 18)
Grade 11 or Less	36.2	5.2
Grade 12 or Equivalent	25.5	53.4
Some Post-Secondary	30.7	29.9
University Degree	7.6	11.5
Total (N)	854,895	8028

[a] 1976 Census Canada. Statistics Canada. Ottawa, Ontario, 1976. Catalogue 94-806, Table 15.

Significant differences were observed in the highest education completed between college and institute students (Appendix A1). The institutes attracted the greater proportion of students with some post-secondary education or a university degree. Some 43.6 percent of institute enrollees fit the above categories as compared to only 31.4 percent of the college students. In the case of New Caledonia, Northwest, and Fraser Valley colleges, less than twenty percent of the career/technical students enrolling for the first time had some post-secondary education (Appendix Report #1). At least ten percent of the students at BCIT, Justice Institute, and East Kootenay, and Capilano college had a bachelor's degree prior to commencing their career program. At BCIT, students with bachelor's degrees were found primarily in the evening classes. On a province-wide basis, the discipline clusters of business administration - 1 year program, office administration - 2 year program, and agriculture had more students with less than a grade twelve education than found for other programs (Appendix Report #2).

Table 19 provides a cross tabulation of the highest level of education completed by the students prior to starting their present career/technical program and their father's main occupation (Question 25). For the occupational categories of "managerial," "professional," "service," and "technical," the proportions of sons or daughters who had at least some post-secondary eduction approached, and in some cases exceeded, 50 percent. In all other categories the percentages were near the one-third level. In addition, students whose father's occupation was managerial, professional or technical more frequently reported at least a bachelor's degree upon beginning study on the career/technical program.

Table 20 shows the results of the cross tabulation of the highest level of education of the students versus the level of mother's education completed (Question 26). It can be observed from this table that as the mother's educational level increases, the proportion of sons or daughters with at least some post-secondary education at time of enrolling in the career/technical program also increases.

TABLE 19

CROSS TABULATION OF RESPONSES - HIGHEST EDUCATION COMPLETED (QUESTION 18) VERSUS FATHER'S OCCUPATION (QUESTION 25)

```
                 Q25
         COUNT  I
       COL PCT  ICLERICAL FARMER-O MANAGERI MINE,LOG PROFESSI SALES    SEMI-SKI SERVICE  SKILLED  TECHNICAL  ROW
                I         WN FARM  AL       ,FISH,FA ONAL              LL WORK           WORKER   I          TOTAL
                I      1.I      2 I      3.I      4.I      5.I      6.I      7.I      8.I      9.I     10 I
Q18     --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.  I    14  I    40  I    62  I    25  I    20  I    16  I    14  I    15  I    56  I     4  I   321
 GRADE 11 OR LESS I  11.8 I  13.2 I   4.1 I   7.3 I   2.6 I   3.8 I   4.8 I   4.3 I   4.9 I   1.8 I   5.1
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            2   I    43  I   128  I   614  I   183  I   265  I   197  I   151  I   149  I   604  I    81  I  2868
 GRADE 12       I  36.2  I  42.3  I  40.5  I  53.8  I  34.2  I  46.7  I  51.6  I  43.6  I  52.9  I  37.3  I  45.3
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            3.  I    13  I    18  I    53  I    21  I    22  I    11  I    13  I    16  I    51  I     8  I   270
 COLL.PREPARATORY I  10.7 I   5.9 I   3.5 I   6.3 I   2.9 I   2.6 I   4.4 I   5.1 I   4.5 I   3.6 I   4.3
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            4.  I     7  I     8  I    51  I     1  I    23  I     9  I     4  I     6  I    19  I     9  I   162
 EQUIV. 10 OR 12 I   5.7 I   2.5 I   3.4 I   0.4 I   3.0 I   2.2 I   1.3 I   1.8 I   1.6 I   4.1 I   2.6
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            5   I    27  I    70  I   506  I    87  I   281  I   142  I    89  I   117  I   342  I    76  I  1961
 SOME POST-SEC. I  23.0  I  23.1  I  33.4  I  25.6  I  36.3  I  33.6  I  30.4  I  34.1  I  30.0  I  35.0  I  31.0
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            6.  I    12  I    32  I   198  I    20  I   127  I    36  I    21  I    30  I    56  I    35  I   622
 BACHELOR DEGREE I  10.3 I  10.6 I  13.0 I   6.0 I  16.4 I   8.5 I   7.1 I   8.8 I   4.9 I  16.0 I   9.8
                I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            7.  I     3  I     7  I    31  I     3  I    37  I    11  I     1  I     8  I    14  I     4  I   130
 POST-GRAD DEGREE I   2.7 I   2.4 I   2.1 I   1.0 I   4.8 I   2.6 I   0.4 I   2.3 I   1.3 I   1.8 I   2.0
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
        COLUMN      119      302     1515      341      774      422      293      342     1142      217     6330
         TOTAL      1.9      4.8     23.9      5.4     12.2      6.7      4.6      5.4     18.0      3.4    100.0


                 Q25
         COUNT  I
       COL PCT  ITRANSPOR UNSKILLE OTHER       ROW
                IT,COMM   D WORK               TOTAL
                I     11.I     12.I     13.I
Q18     --------I--------I--------I--------I
            1.  I     9  I    25  I    20  I    321
 GRADE 11 OR LESS I   5.7 I   9.7 I   4.5 I    5.1
               -I--------I--------I--------I
            2.  I    88  I   127  I   236  I   2866
 GRADE 12       I  53.8  I  49.0  I  53.8  I   45.3
               -I--------I--------I--------I
            3.  I     5  I    14  I    22  I    270
 COLL.PREPARATORY I   3.0 I   5.5 I   5.0 I    4.3
               -I--------I--------I--------I
            4.  I     1  I     9  I    16  I    162
 EQUIV. 10 OR 12 I   0.8 I   3.4 I   3.7 I    2.6
               -I--------I--------I--------I
            5   I    52  I    87  !   111  I   1961
 SOME POST-SEC  I  31.7  I  33.7  I  25.3  I   31.0
               -I--------I--------I--------I
            6.  I     6  I    19  I    30  I    622
 BACHELOR DEGREE I   3.8 I   7.4 I   6.8 I    9.8
               -I--------I--------I--------I
            7.  I     2  I     3  I     3  I    130
 POST-GRAD DEGREE I   1.2 I   1.2 I   0.8 I    2.0
               -I--------I--------I--------I
        COLUMN      164      258      439     6330
         TOTAL      2.6      4.1      6.9    100.0

CHI SQUARE =   380.52870 WITH  72 DEGREES OF FREEDOM   SIGNIFICANCE = 0.0000
CRAMER'S V =    0.10140

NUMBER OF MISSING OBSERVATIONS =     2156
```

TABLE 20

CROSS TABULATION OF RESPONSES - HIGHEST EDUCATION COMPLETED (QUESTION 18) VERSUS MOTHER'S EDUCATION (QUESTION 26)

```
                     Q26
             COUNT  I
             COL PCT ILESS THA SEC.1-2  SEC.3-5  SOME POS BACHELOR SOME GRA POST-GRA DO NOT K   ROW
                     IN GR.8   YEARS    YEARS    T-SEC    DEGREE   D.STUDY  D DEGREE NOW        TOTAL
                     I      1.I      2.I      3.I      4.I      5.I      6.I      7.I      8.I
Q18          --------I--------I--------I--------I--------I--------I--------I--------I--------I
                  1. I    67  I    60  I    73  I    41  I     7  I     3  I     3  I    81  I    334
  GRADE 11 OR LESS   I   9.8  I   7.0  I   3.8  I   2.6  I   1.8  I   2.6  I   1.0  I  10.7  I    5.1
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  2. I   285  I   405  I   912  I   646  I   103  I    63  I   132  I   415  I   2961
  GRADE 12           I  41.5  I  47.6  I  47.5  I  40.5  I  28.5  I  49.5  I  48.9  I  55.0  I   45.1
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  3. I    50  I    42  I    66  I    64  I    14  I     4  I     6  I    49  I    295
  COLL.PREPARATORY   I   7.3  I   4.9  I   3.4  I   4.0  I   4.0  I   3.0  I   2.3  I   6.5  I    4.5
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  4. I    25  I    19  I    40  I    40  I     8  I     3  I     1  I    32  I    168
  EQUIV. TO GR.12    I   3.6  I   2.2  I   2.1  I   2.5  I   2.1  I   2.6  I   0.5  I   4.2  I    2.6
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  5. I   188  I   246  I   582  I   580  I   139  I    41  I   101  I   150  I   2027
  SOME POST-SEC.     I  27.4  I  28.9  I  30.3  I  36.4  I  38.4  I  32.0  I  37.3  I  19.9  I   30.9
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  6. I    60  I    66  I   206  I   190  I    76  I    12  I    14  I    22  I    645
  BACHELOR DEGREE    I   8.7  I   7.8  I  10.7  I  11.9  I  21.0  I   9.2  I   5.4  I   2.9  I    9.8
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  7. I    12  I    14  I    39  I    34  I    15  I     1  I    12  I     7  I    134
  POST-GRAD.DEGREE   I   1.7  I   1.6  I   2.0  I   2.1  I   4.2  I   1.1  I   4.6  I   0.9  I    2.0
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
              COLUMN     686      851     1918     1595      363      127      269      755     6563
               TOTAL    10.4     13.0     29.2     24.3      5.5      1.9      4.1     11.5    100.0

CHI SQUARE =   410.78662 WITH  42 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.10213

NUMBER OF MISSING OBSERVATIONS =     1923
```

There were considerable differences in responses to the item concerning the main source of funds (Question 27) when examined on the basis of the highest level of education completed by the student prior to enrolling in the career/technical program (Table 21). Generally, students with at least a bachelor's degree relied more on full-time employment as a source of funds than did those with only a secondary school background.

3. EMPLOYMENT BACKGROUND

Three items on the Information Sheet are related to the student's previous employment background. These items are Questions 6, 7, and 8. The responses on these items are reported in this section.

a) Major Activity During Last 12 Months (Question 6)

It would appear that few students entering the career/technical programs did so directly from secondary school (Table 22). Less than ten percent reported attending secondary school during the twelve month period prior to commencing their present program. A total of 74.0 percent were employed in one way or another, with 51.9 percent in the work force on a full-time basis. Post-secondary education during the past 12 month period was the activity for at least 10.6 percent.

The major activity for males (57.5%) was more likely to be full-time employment than for females (47.9%). As might be expected, females were more often found in full-time household duties (6.3%) than males (0.2%). Significant differences in responses by age grouping were also noted. For the most part these were the expected differences,

TABLE 21

CROSS TABULATION OF RESPONSES - HIGHEST EDUCATION COMPLETED (QUESTION 18) VERSUS SOURCE OF FUNDS (QUESTION 27)

```
                  Q27
          COUNT  I
        ROW PCT  IPERSONAL FULL-TIM PART-TIM PARENTS  SPOUSE   LOAN     SCHOLARS BURSARY  OTHER      ROW
                 I SAVINGS E JOB    E JOB                               HIP                          TOTAL
                 I       1.I      2.I      3.I      4.I      5.I      6.I      7.I      8.I      9.I
Q18      --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              1. I    48  I   178  I    19  I     5  I    28  I    20  I     1  I     1  I    41  I   341
 GRADE 11 OR LESS I  14.1  I  52.2  I   5.7  I   1.5  I   8.3  I   5.8  I   0.2  I   0.2  I  12.1  I   5.2
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              2. I   823  I  1067  I   285  I   348  I   137  I   170  I    25  I    21  I   105  I  2982
 GRADE 12        I  27.6  I  35.8  I   9.6  I  11.7  I   4.6  I   5.7  I   0.8  I   0.7  I   3.5  I  45.2
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              3. I    67  I   109  I    14  I    13  I    32  I    22  I     1  I     1  I    23  I   281
 COLL.PREPARATORY I  23.8  I  38.8  I   4.9  I   4.5  I  11.5  I   7.8  I   0.3  I   0.2  I   8.1  I   4.3
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              4. I    36  I   102  I     9  I     8  I    14  I     3  I     0  I     1  I     5  I   179
 EQUIV. TO GR.12 I  20.1  I  57.3  I   4.9  I   4.5  I   7.9  I   1.9  I   0.0  I   0.4  I   2.9  I   2.7
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              5. I   556  I   882  I   159  I    84  I   122  I   131  I     4  I    10  I    76  I  2023
 SOME POST-SEC.  I  27.5  I  43.6  I   7.8  I   4.1  I   6.0  I   6.5  I   0.2  I   0.5  I   3.7  I  30.7
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              6. I   149  I   370  I    41  I     9  I    48  I    21  I     2  I     1  I    17  I   659
 BACHELOR DEGREE I  22.7  I  56.2  I   6.2  I   1.3  I   7.3  I   3.2  I   0.3  I   0.1  I   2.6  I  10.0
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              7. I    17  I    82  I    10  I     1  I     7  I     1  I     0  I     0  I     9  I   126
 POST-GRAD.DEGREE I  13.7  I  64.6  I   7.8  I   0.6  I   5.9  I   0.6  I   0.0  I   0.0  I   6.7  I   1.9
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN     1697     2790      537      467      389      369       33       34      276     6591
          TOTAL     25.8     42.3      8.1      7.1      5.9      5.6      0.5      0.5      4.2    100.0

CHI SQUARE =   464.89136 WITH  48 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.10842

NUMBER OF MISSING OBSERVATIONS =     1895
```

TABLE 22

MAJOR ACTIVITY DURING PAST TWELVE MONTHS, BY SEX AND AGE

(Question 6 - column percentages[a])

```
                  Q4
           COUNT  I
         COL PCT  IMALE      FEMALE      ROW
                  I                      TOTAL
                  I       1.I       2.I
Q6       ---------I---------I---------I
              1.  I   348   I   479   I   826
 STUDENT-SEC.SCH. I  10.0   I   9.8   I   9.9
                 -I---------I---------I
              2.  I   278   I   393   I   671
 STUDENT-POST SEC I   8.0   I   8.0   I   8.0
                 -I---------I---------I
              3.  I   106   I   108   I   214
 STUDENT-UNIV.    I   3.0   I   2.2   I   2.6
                 -I---------I---------I
              4.  I  2009   I  2340   I  4349
 EMPLOYED-FT      I  57.5   I  47.9   I  51.9
                 -I---------I---------I
              5.  I   112   I   290   I   402
 EMPLOYED-PT      I   3.2   I   5.9   I   4.8
                 -I---------I---------I
              6.  I   488   I   703   I  1190
 EMPLOYED+SCHOOL  I  14.0   I  14.4   I  14.2
                 -I---------I---------I
              7.  I     8   I   305   I   313
 FT HOUSEHOLD     I   0.2   I   6.3   I   3.7
                 -I---------I---------I
              8.  I    39   I    47   I    86
 SEEKING JOB      I   1.1   I   1.0   I   1.0
                 -I---------I---------I
              9.  I    25   I    41   I  [illegible]
 NOT SEEKING JOB  I   0.7   I   0.8   I  [illegible]
               b -I---------I---------I
             45.  I    81   I   178   I   25[illegible]
 EMPLOY-FT OR PT  I   2.3   I   3.6   I   3.1
                 -I---------I---------I
          COLUMN     3494      4883      8376
           TOTAL     41.7      58.3     100.0
```

```
                  AGE
           COUNT  I
         COL PCT  ICOLLEGE   ADULT AG    ROW
                  IAGE       E           TOTAL
                  I       1.I       2.I
Q6       ---------I---------I---------I
              1.  I   819   I     9   I   827
 STUDENT-SEC.SCH. I  19.0   I   0.2   I   9.9
                 -I---------I---------I
              2.  I   510   I   163   I   673
 STUDENT-POST SEC I  11.9   I   4.0   I   8.0
                 -I---------I---------I
              3.  I   181   I    34   I   215
 STUDENT-UNIV.    I   4.2   I   0.8   I   2.6
                 -I---------I---------I
              4.  I  1803   I  2549   I  4352
 EMPLOYED-FT      I  41.9   I  62.7   I  52.0
                 -I---------I---------I
              5.  I   184   I   217   I   401
 EMPLOYED-PT      I   4.3   I   5.3   I   4.8
                 -I---------I---------I
              6.  I   551   I   637   I  1188
 EMPLOYED+SCHOOL  I  12.8   I  15.7   I  14.2
                 -I---------I---------I
              7.  I    47   I   262   I   310
 FT HOUSEHOLD     I   1.1   I   6.5   I   3.7
                 -I---------I---------I
              8.  I    43   I    42   I    85
 SEEKING JOB      I   1.0   I   1.0   I   1.0
                 -I---------I---------I
              9.  I    30   I    36   I    66
 NOT SEEKING JOB  I   0.7   I   0.9   I   0.8
               b -I---------I---------I
             45.  I   133   I   117   I   250
 EMPLOY-FT OR PT  I   3.1   I   2.9   I   3.0
                 -I---------I---------I
          COLUMN     4302      4066      8367
           TOTAL     51.4      48.6     100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

[b] Response was derived on basis of responses to other questions on the Information sheet when Question 6 had not been completed.

that is, a greater proportion of the younger age group were involved in educationally related activities during the preceding year, and a greater proportion of the adult age group were primarily involved with employment. There were no differences by age or sex in the proportions who had been unemployed.

One of the dangers in combining college students with institute students in reporting data is clearly illustrated by reponses to the Information Sheet item dealing with the respondent's major activity during the past 12 month period. In the case of institute students, some 60.6 percent were employed full-time; for the college student the figure was 34.1 percent (Appendix A1). On the other hand, only 10.2 percent of institute students were from a secondary school or non-university post-secondary institution, whereas the corresponding figure for college students was 31.8%.

Colleges with the greatest proportion of their first-time career/technical students directly from secondary school were Fraser Valley, New Caledonia, Selkirk, and Vancouver with from one-quarter to one-third of their enrolling students in that category (Appendix Report #1). The three institutes and East Kootenay College had the greatest proportion of students who had been employed full-time the previous year. BCIT day programs in electrical, mechanical, commercial art, and health-related programs attracted a significant number of their enrollees directly from the secondary schools (over 25%) as did two-year programs in business administration, office administration, health and fine arts (Appendix Report #2).

b) Main Job During the Past 12 Months (Question 7)

Question 7 requested that the respondent indicate the kind of business in which he/she had been involved, and the occupation or kind of work done. As a result of a subjective evaluation made on the above two responses, a job category based on the Canadian Classification and Dictionary of Occupations (C.C.D.O.) was assigned. A response to this question would indicate the student had been employed at one time or another during the past year. Responses were obtained from 7,338 of the 8,491 students or 86.4% (Table 23). This figure exceeds the 6,200 students who indicated in response to Question 6 that their main activity had been employment related. However, Question 7 would include responses from students who had been employed even though this employment was not a major activity. Previous employment was evident in a wide range of categories, no less than 46. However, twelve categories accounted for 85.0 percent of the employment. Most notable were clerical occupations with 35.5 percent of the students employed in that job classification. Sales and service occupations accounted for a further 11 percent each. In addition, some 6.3 percent had held jobs listed within the natural sciences, engineering and mathematics grouping.

Traditional sexual differences in occupational categories were observed. One-half (50.4%) of the females reported clerical related occupations compared with only 15.9 percent of the males. Science/engineering occupations were reported by 9.5 percent of the males but only 3.9 percent of the females. Medicine/health related occupations were a female domain (6.6% females but only 1.6% males). Statistically significant differences in occupations were also noted for the age categories. Students who had occupations in the clerical, and medical/health areas tended to be older, while those involved with service or sales related tasks tended to be from the younger college age grouping.

A comparison of the employment backgrounds of the students with the total B.C. labour force by occupation is shown in Table 23-A. As might be expected, the "managerial/professional" category is reported less frequently by students than for the total workforce (19.2% compared to 21.7%) while clerical occupations are reported more frequently (35.5% compared to 17.4%).

TABLE 23

OCCUPATIONAL CATEGORY OF MAIN JOB DURING PAST TWELVE MONTHS, BY SEX AND AGE

(Question 7(a) and (b) - column percentages[a])

```
                     Q4
            COUNT    I
          COL PCT    IMALE        FEMALE      ROW
                     I                        TOTAL
                     I       1.I       2.I
Q7B         ---------I---------I---------I
              11.    I    47   I    35   I     81
  MANAGEMENT         I   1.5   I   0.8   I    1.1
                    -I---------I---------I
              21.    I   300   I   164   I    464
  SCIENCE            I   9.5   I   3.9   I    6.3
                    -I---------I---------I
              23.    I    33   I   165   I    199
  SOCIAL SCIENCES    I   1.1   I   4.0   I    2.7
                    -I---------I---------I
              27.    I    41   I    91   I    132
  TEACHING           I   1.3   I   2.2   I    1.8
                    -I---------I---------I
              31.    I    50   I   276   I    325
  MEDICINE,HEALTH    I   1.6   I   6.6   I    4.4
                    -I---------I---------I
              33.    I    39   I    51   I     90
  FINE ARTS          I   1.2   I   1.2   I    1.2
                    -I---------I---------I
              37.    I    36   I    60   I     97
  SPORT,RECREATION   I   1.1   I   1.5   I    1.3
                    -I---------I---------I
              41.    I   505   I  2101   I   2606
  CLERICAL           I  15.9   I  50.4   I   35.5
                    -I---------I---------I
              51.    I   385   I   455   I    840
  SALES              I  12.1   I  10.9   I   11.4
                    -I---------I---------I
              61.    I   399   I   416   I    815
  SERVICE            I  12.6   I  10.0   I   11.1
                    -I---------I---------I
              71.    I    62   I    23   I     85
  AGRICULTURE        I   2.0   I   0.6   I    1.2
                    -I---------I---------I
           COLUMN       3170      4168       7338
            TOTAL       43.2      56.8      100.0
(CONTINUED)
```

```
                     Q4
            COUNT    I
          COL PCT    IMALE        FEMALE      ROW
                     I                        TOTAL
                     I       1.I       2.I
Q7B       . ---------I---------I---------I
              73.    I     7   I     8   I     14
  FISH,HUNT,TRAP     I   0.2   I   0.2   I    0.2
                    -I---------I---------I
              75.    I    93   I    18   I    111
  FORESTRY,LOGGING   I   2.9   I   0.4   I    1.5
                    -I---------I---------I
              77.    I    41   I     5   I     46
  MINING,QUARRYING   I   1.3   I   0.1   I    0.6
                    -I---------I---------I
              82.    I    81   I    24   I    104
  PROCESSING         I   2.5   I   0.6   I    1.4
                    -I---------I---------I
              83.    I    47   I     0   I     47
  MACHINING          I   1.5   I   0.0   I    0.6
                    -I---------I---------I
              85.    I   166   I    24   I    189
  MANUFACTURING      I   5.2   I   0.6   I    2.6
                    -I---------I---------I
              87.    I   257   I    21   I    279
  CONSTRUCTION       I   8.1   I   0.5   I    3.8
                    -I---------I---------I
              91.    I   156   I    24   I    180
  TRANSPORTATION     I   4.9   I   0.6   I    2.5
                    -I---------I---------I
              95.    I    45   I    26   I     72
  OTHER CRAFTS       I   1.4   I   0.6   I    1.0
                    -I---------I---------I
              99.    I   380   I   181   I    561
  OTHER              I  12.0   I   4.3   I    7.6
                    -I---------I---------I
           COLUMN       3170      4168       7338
            TOTAL       43.2      56.8      100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

TABLE 23 (Continued)

OCCUPATIONAL CATEGORY OF MAIN JOB DURING PAST TWELVE MONTHS, BY SEX AND AGE

(Question 7(a) and (b) - column percentages[a])

Q7B	COUNT COL PCT	AGE COLLEGE AGE 1.	ADULT AGE 2.	ROW TOTAL
	11.	16	65	80
MANAGEMENT		0.4	1.8	1.1
	21.	192	272	464
SCIENCE		5.2	7.5	6.3
	23.	68	131	199
SOCIAL SCIENCES		1.8	3.6	2.7
	27.	16	115	131
TEACHING		0.4	3.2	1.8
	31.	99	227	325
MEDICINE, HEALTH		2.7	6.3	4.4
	33.	35	56	90
FINE ARTS		0.9	1.5	1.2
	37.	73	24	97
SPORT, RECREATION		2.0	0.7	1.3
	41.	1255	1355	2610
CLERICAL		33.8	37.6	35.7
	51.	507	331	837
SALES		13.6	9.2	11.4
	61.	548	266	814
SERVICE		14.8	7.4	11.1
	71.	57	27	84
AGRICULTURE		1.5	0.7	1.1
	COLUMN	3714	3607	7321
	TOTAL	50.7	49.3	100.0

(CONTINUED)

Q7B	COUNT COL PCT	AGE COLLEGE AGE 1.	ADULT AGE 2.	ROW TOTAL
	73.	12	1	14
FISH, HUNT, TRAP		0.3	0.0	0.2
	75.	79	32	111
FORESTRY, LOGGING		2.1	0.9	1.5
	77.	24	22	46
MINING, QUARRYING		0.6	0.6	0.6
	82.	70	34	104
PROCESSING		1.9	0.9	1.4
	83.	11	36	47
MACHINING		0.3	1.0	0.6
	85.	82	107	189
MANUFACTURING		2.2	3.0	2.6
	87.	141	137	278
CONSTRUCTION		3.8	3.8	3.8
	91.	90	88	178
TRANSPORTATION		2.4	2.4	2.4
	95.	30	42	72
OTHER CRAFTS		0.8	1.2	1.0
	99.	310	241	550
OTHER		8.3	6.7	7.5
	COLUMN	3714	3607	7321
	TOTAL	50.7	49.3	100.0

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

TABLE 23-A

COMPARISON OF THE TOTAL B.C. WORKFORCE WITH THE PREVIOUSLY EMPLOYEED CAREER/TECHNICAL STUDENTS, BY OCCUPATIONAL CATEGORY

(Column Percentages)

Occupation		Total B.C. Workforce	Career/Technical Students (Question 7)
11-37	Managerial/Professional	21.7	19.2
41	Clerical	17.4	35.5
51	Sales	10.9	11.4
61	Services	14.9	11.1
71-77	Primary	5.7	3.5
81-85	Processing	13.1	4.7
87	Construction	8.1	3.8
91	Transportation	4.5	2.5
93-99	Material Handling 6 Other	3.9	7.9
	Total (N)	1,345,000	7,338

Estimated total B.C. woprkforce in September, 1981 by occupation as reported in The Labour Force. Statistics Canada. Ottawa, Ontario. Catalogue 71-001 (September, 1981), Table 18.

There was a reasonable similarity noted in the categories of main jobs held during the previous 12 month period between college respondents and institute respondents (Appendix A1). There was, however, a tendency for a greater proportion of college students than institute students to be from the social science and service occupations. On the other hand, more institute than college students had been employed in clerical and natural science/engineering occupations.

c) Relationship of Main Job to Career/Technical Program (Question 8)

One-third (31.3%) indicated a definite relation between their main job and the program or course in which they had just enrolled (Table 24). Similar proportions indicated a relation "to some extent," and "not related at all."

Adult age students (39.4%) reported a definite relationship between their main job and career/technical course or program more so than did the college age students (23.6%).

One-third (34.4%) of the institute respondents replied that there was a definite relation between their main job and the program or course in which enrolled (Appendix A1). In the case of the colleges, only one-fifth (19.8%) held a similar view. One-quarter (24.4%) of institute students as contrasted with two-fifths (39.9%) of college students indicated that program and main job were not related at all.

Two-thirds (64.6%) of Justice Institute students felt there was a definite relationship (Appendix Report #1). The highest proportion of "not related" responses was evident for Kwantlen and Malaspina colleges. Students in electrical (2-year and BCIT day), commercial art, health (1-year and 2-year), and fine arts (2-year and BCIT night) were the most likely to indicate a lack of relationship between their current program and previous employment (over one-half indicated this view) (Appendix Report #2).

TABLE 24

RELATIONSHIP OF MAIN JOB TO PRESENT PROGRAM, BY SEX AND AGE

(Question 8 - column percentages[a])

```
                   Q4
            COUNT  I
          COL PCT  IMALE      FEMALE      ROW
                   I                      TOTAL
                   I        1.I       2.I
Q8        ---------I---------I---------I
               1.  I   122   I   310   I    432
  NA               I   3.7   I   6.8   I    5.5
                  -I---------I---------I
               2.  I  1041   I  1437   I   2478
  DEFINITELY       I  31.2   I  31.4   I   31.3
                  -I---------I---------I
               3.  I  1046   I  1432   I   2478
  TO SOME EXTENT   I  31.3   I  31.3   I   31.3
                  -I---------I---------I
               4.  I  1129   I  1393   I   2521
  NOT RELATED      I  33.8   I  30.5   I   31.9
                  -I---------I---------I
           COLUMN     3337      4572       7909
            TOTAL     42.2      57.8      100.0
```

```
                   AGE
            COUNT  I
          COL PCT  ICOLLEGE   ADULT AG    ROW
                   IAGE       E           TOTAL
                   I        1.I       2.I
Q8        ---------I---------I---------I
               1.  I   213   I   209   I    422
  NA               I   5.3   I   5.4   I    5.3
                  -I---------I---------I
               2.  I   950   I  1526   I   2476
  DEFINITELY       I  23.6   I  39.4   I   31.4
                  -I---------I---------I
               3.  I  1266   I  1206   I   2473
  TO SOME EXTENT   I  31.5   I  31.1   I   31.3
                  -I---------I---------I
               4.  I  1589   I   934   I   2524
  NOT RELATED      I  39.5   I  24.1   I   32.0
                  -I---------I---------I
           COLUMN     4019      3876       7894
            TOTAL     50.9      49.1      100.0
```

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

4. STUDENT OBJECTIVES FOR ENROLLING IN A CAREER/TECHNICAL PROGRAM

The Information Sheet contained three questions generally related to the identification of student objectives for applying and enrolling in a career/technical program. These included items #12, 13 and 3.

a) Current Educational Goal (Question 12)

Fifteen and one-half percent of the students indicated their goal as taking one or two courses without completing the full program (Table 25). A further 14 percent planned to use their current courses as preparation for entry to a career/technical program. Two-thirds (68%) planned to complete the full career/technical program on either a full or part-time basis. Formal "work/study" programs attracted only 2.2 percent.

Considerable differences in responses were noted according to age grouping. Adult students (22.7%) far more than college age students (8.7%) had as their goal the enrolment in one or two courses without the intention of completing a full program. Further, completion of their career/technical program on a full-time basis was recorded far more often by college age students (55.0%) than adult students (19.2%).

Based on responses to this item, it would appear that college enrolment is determined more on full-time program completion than is institute enrolment. Just over two-thirds (66.8%) of the college students responded that their goal was to complete their career/technical programs on a full-time basis (Appendix A1). This contrasted to one-fifth (20.5%) of the institute students. The goal of full-time completion of courses was most evident from students at Camosun, Kwantlen, Malaspina, New Caledonia, Selkirk, and Vancouver, all with over 80 percent so indicating (Appendix Report #1). Between one-fifth and one-quarter of the students at Northern Lights, East Kootenay, and the Open Learning Institute indicated their goal as taking one or two courses without intending to complete a full program.

TABLE 25

CURRENT EDUCATIONAL GOAL BY SEX AND AGE

(Question 12 - column percentages[a])

```
                      Q4
             COUNT  I
           COL PCT  IMALE      FEMALE      ROW
                    I                      TOTAL
                    I       1.I       2.I
Q12         --------I---------I---------I
                 1. I   530   I   749   I   1279
TAKE 1-2 COURSES    I  15.4   I  15.6   I   15.5
                   -I---------I---------I
                 2. I   468   I   685   I   1152
BACKGR. COURSES     I  13.6   I  14.3   I   14.0
                   -I---------I---------I
                 3. I   998   I  1518   I   2516
COMPLET-PT BASIS    I  29.1   I  31.7   I   30.6
                   -I---------I---------I
                 4. I  1339   I  1758   I   3097
COMPLET-FT BASIS    I  39.0   I  36.7   I   37.7
                   -I---------I---------I
                 5. I    96   I    86   I    182
COMPL-WORK STUDY    I   2.8   I   1.8   I    2.2
                   -I---------I---------I
            COLUMN     3431      4795       8227
             TOTAL     41.7      58.3      100.0
```

```
                      AGE
             COUNT  I
           COL PCT  ICOLLEGE  ADULT AG     ROW
                    IAGE      E            TOTAL
                    I       1.I       2.I
Q12         --------I---------I---------I
                 1. I   369   I   900   I   1269
TAKE 1-2 COURSES    I   8.7   I  22.7   I   15.5
                   -I---------I---------I
                 2. I   626   I   528   I   1154
BACKGR. COURSES     I  14.8   I  13.3   I   14.1
                   -I---------I---------I
                 3. I   846   I  1665   I   2511
COMPLET-PT BASIS    I  20.0   I  41.9   I   30.6
                   -I---------I---------I
                 4. I  2324   I   764   I   3088
COMPLET-FT BASIS    I  55.0   I  19.2   I   37.6
                   -I---------I---------I
                 5. I    64   I   118   I    182
COMPL-WORK STUDY    I   1.5   I   3.0   I    2.2
                   -I---------I---------I
            COLUMN     4230      3975       8205
             TOTAL     51.6      48.4      100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

b) Broad Goals for Post-Secondary Education (Question 13)

On a more general level, the students were asked to identify the most important objective for enrolling in post-secondary education (Table 26). As might be expected, the majority (80.2%) reported the acquisition of certain knowledge and techniques applicable to a vocation or field of special interest. "Acquiring and use of skills and habits involved in critical and constructive thinking" and the "development of a broad general outlook and familiarity with a variety of subjects" received responses of 11.8 percent and 7.7 percent respectively. Sex and age apparently had little effect on the stated objectives for post-secondary education.

While both college and institute career/technical programs or courses were studied, there seemed to be some differences in the respective objectives for post-secondary education as perceived by their students. As an example, a slightly greater proportion of college students (81.7%) than institute students (74.3%) viewed as most important the acquiring of knowledge and techniques applicable to a vocation (Appendix A1).

c) Enrolment Status (Question 3)

While the question of enrolment status (i.e., full-time, part-time) is not directly an aspect of student objectives, it does shed further information on responses to Question 12, that is, current educational goal. Some 38 percent had indicated previously in Table 25 an educational goal of full-time study. In actual fact 40.9 percent enrolled on a full-time basis (Table 27). Enrolment in the career/technical areas is still predominantly on a part-time basis (59.1%).

TABLE 26

BROAD GOALS FOR POST-SECONDARY EDUCATION, BY SEX AND AGE

(Question 13 - column percentages[a])

```
                      Q4
              COUNT  I
            COL PCT  IMALE      FEMALE      ROW
                     I                      TOTAL
                     I       1.I      2.I
Q13          --------I---------I---------I
                1.   I  2631   I  3866   I  6497
  VOC. SKILLS        I  77.8   I  81.9   I  80.2
                    -I---------I---------I
                2.   I   468   I   490   I   957
  CRITICAL THINKG    I  13.8   I  10.4   I  11.8
                    -I---------I---------I
                3.   I     9   I    13   I    23
  EMOTIONAL ADJ.     I   0.3   I   0.3   I   0.3
                    -I---------I---------I
                4.   I   273   I   349   I   622
  BROAD OUTLOOK      I   8.1   I   7.4   I   7.7
                    -I---------I---------I
             COLUMN     3381      4718      8100
              TOTAL     41.7      58.3     100.0
```

```
                      AGE
              COUNT  I
            COL PCT  ICOLLEGE  ADULT AG   ROW
                     IAGE      E          TOTAL
                     I       1.I      2.I
Q13          --------I---------I---------I
                1.   I  3412   I  3074   I  6486
  VOC. SKILLS        I  82.1   I  78.2   I  80.2
                    -I---------I---------I
                2.   I   487   I   474   I   960
  CRITICAL THINKG    I  11.7   I  12.0   I  11.9
                    -I---------I---------I
                3.   I     9   I    14   I    23
  EMOTIONAL ADJ.     I   0.2   I   0.4   I   0.3
                    -I---------I---------I
                4.   I   249   I   372   I   620
  BROAD OUTLOOK      I   6.0   I   9.5   I   7.7
                    -I---------I---------I
             COLUMN     4156      3933      8089
              TOTAL     51.4      48.6     100.0
```

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

TABLE 27

ENROLMENT STATUS DURING CURRENT SESSION, BY SEX AND AGE

(Question 3 - column percentages[a])

```
                   Q4
          COUNT   I
          COL PCT IMALE      FEMALE     ROW
                  I                     TOTAL
                  I       1.I       2.I
Q3        --------I---------I---------I
               1. I  1485   I  1900   I  3386
  FULL-TIME       I  43.1   I  39.3   I  40.9
                 -I---------I---------I
               2. I  1960   I  2933   I  4893
  PART-TIME       I  56.9   I  60.7   I  59.1
                 -I---------I---------I
          COLUMN     3445      4833      8278
           TOTAL     41.6      58.4     100.0
```

```
                   AGE
          COUNT   I
          COL PCT ICOLLEGE  ADULT AG    ROW
                  IAGE      E           TOTAL
                  I       1.I       2.I
Q3        --------I---------I---------I
               1. I  2542   I   831   I  3374
  FULL-TIME       I  59.6   I  20.9   I  40.9
                 -I---------I---------I
               2. I  1724   I  3153   I  4876
  PART-TIME       I  40.4   I  79.1   I  59.1
                 -I---------I---------I
          COLUMN     4266      3984      8250
           TOTAL     51.7      48.3     100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Age was clearly a factor in enrolment status with four of five adult students enroled on a part-time basis. This was double the proportion of college age students. Part-time enrolment was highest at East Kootenay college (77.4%), BCIT (66.7%), and O.L.I. (90.8%) (Appendix Report #1). On the basis of discipline cluster, part-time enrolment was highest for the BCIT night programs (generally over 90%) but also quite high for the college and institute one year business administrative and education programs (72.2% and 40.0% respectively) (Appendix Report #2).

5. REASONS FOR CHOICE OF INSTITUTION

One item on the Information Sheet (Question 14) dealt with factors which the students considered as important in their choice of institution (Table 28). A positive response to "institution reputation" was the most often reported factor in the choice of an institution (44.5%). "Close to home" was also important as a reason and was reported by 42.4 percent. The teaching reputation of the institution and the particular program wanted were listed by one-quarter of the enrolling students (24.7% and 26.8% respectively). All other factors rated much lower.

Low tuition was rated more frequently as a positive factor in the choice of a post-secondary institution by college age students (15.2%) than adult students (9.8%). In addition, the younger student was more likely to have been refused admittance to his first choice institution (2.2%) than was the older student (0.7%). The younger student (14.8%) also tended to report the "opportunity for local employment after leaving the institution" more so than the adult student (8.7%). "Close to home" was rated more frequently by females (46.7%) than by males (36.3%) but otherwise response patterns were very similar for both sexes.

TABLE 28

FACTORS IMPORTANT IN CHOICE OF INSTITUTION, BY SEX AND AGE

(Question 14 - column percentages[a])

	MALE	FEMALE	TOTAL
Teach. Reputation	24.3	24.9	24.7
Inst. Reputation	49.7	40.9	44.5
Low Tuition	11.2	13.7	12.7
Close to Home	36.3	46.7	42.4
Friend Going	5.2	5.6	5.4
Financial Aid	2.4	3.9	3.3
Intellectual Env.	8.7	8.4	8.5
Good Phy. Fac.	7.1	5.1	5.9
Parental Advice	3.9	3.7	3.8
Spouse Advice	1.7	1.7	1.7
Sec. Teacher Adv.	5.4	5.1	5.3
Program Wanted	25.5	27.7	26.8
Unable Trad. Inst.	5.0	5.5	5.3
Sent by Employer	4.7	4.4	4.5
Rej. by 1st Inst.	1.5	1.5	1.5
Local Employment	11.8	11.9	11.9
Inst. was There	18.2	17.5	17.8
No. Respond	3437	4826	8264

	COLLEGE AGE	ADULT AGE	ROW TOTAL
Teach. Reputation	24.7	24.5	24.6
Inst. Reputation	46.6	42.5	44.6
Low Tuition	15.2	9.8	12.6
Close to Home	43.2	41.6	42.4
Friend Going	6.5	4.3	5.4
Financial Aid	3.7	2.7	3.3
Intellectual Env.	8.9	8.0	8.5
Good Phy. Fac.	6.9	4.9	6.0
Parental Advice	6.7	0.6	3.8
Spouse Advice	1.5	1.9	1.7
Sec. Teacher Adv.	8.6	1.6	5.2
Program Wanted	25.1	28.7	26.8
Unable Trad. Inst.	3.4	7.4	5.3
Sent by Employer	3.6	5.5	4.5
Rej. by 1st Inst.	2.2	0.7	1.4
Local Employment	14.8	8.7	11.8
Inst. was There	17.9	17.6	17.8
No. Respond	4259	3985	8244

```
                   Q4
          COUNT   I
        COL PCT   IMALE       FEMALE      ROW
                  I                       TOTAL
                  I       1.I       2.I
Q14R     ---------I---------I---------I
             0.   I    69   I    97   I    166
  NO RESPONSE     I   2.0   I   2.0   I    2.0
                 -I---------I---------I
             1.   I  3437   I  4826   I   8264
  SOME RESPONSE   I  98.0   I  98.0   I   98.0
                 -I---------I---------I
         COLUMN     3507      4923        8430
          TOTAL     41.6      58.4       100.0
```

```
                   AGE
          COUNT   I
        COL PCT   ICOLLEGE   ADULT AG    ROW
                  IAGE       E           TOTAL
                  I       1.I       2.I
Q14R     ---------I---------I---------I
             0.   I    60   I   107   I    167
  NO RESPONSE     I   1.4   I   2.6   I    2.0
                 -I---------I---------I
             1.   I  4259   I  3985   I   8244
  SOME RESPONSE   I  98.6   I  97.4   I   98.0
                 -I---------I---------I
         COLUMN     4320      4092        8411
          TOTAL     51.4      48.6       100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications. As respondents were permitted to check more than one response option, the sum of response percentages will exceed 100.

A greater proportion of institute students (52.6%) than college students (26.6%) looked upon the reputation of the institution as an important factor in the consideration of choice of an institution (Appendix A1). On the other hand the college student was more inclined (59.6%) to consider "close to home" than was the institute student (31.7%).

6. REASON(S) FOR CHOICE OF PARTICULAR CAREER/TECHNICAL PROGRAM

Three items from the Information Sheet dealt with reasons for the student's choice of a particular program. These items were 11, 16, and 17 and the results are reported in this section.

a) Main Objective for Enrolling (Question 11)

The "improvement of existing job skills" was the most often reported (27.8%) objective for taking the particular program or course (Table 29). Nearly one-quarter (24.3%) had enrolled in order to eventually qualify for a job and some 17.4 percent were using their study within the program to decide on a career. The transfer function to either a technical institute or university was not a major objective and indicated by only 4.6 percent of the students.

Age was a factor in the reporting of enrolment objectives. For the college age student, the qualification for a job (31.3%) and the decision as to a career (24.5%) were the key objectives. The improvement of existing job skills (38.8%) was the single most dominant concern of the adult age student.

The main objective for enrolling in a career/technical program or course differed somewhat between college and institute students (Appendix A1). Twice the percentage of college students (32.7%) to institute students (16.6%) considered "to qualify for a job" as the main objective. On the other hand, institute students were more

TABLE 29

MAIN OBJECTIVE FOR ENROLLING IN PARTICULAR PROGRAM, BY SEX AND AGE

(Question 11 - column percentages[a])

```
                  Q4
           COUNT  I
         COL PCT  IMALE       FEMALE       ROW
                  I                        TOTAL
                  I       1.I        2.I
Q11       --------I---------I---------I
              1.  I    773  I   1109  I   1881
  QUALIFY FOR JOB I   23.8  I   24.7  I   24.3
                 -I---------I---------I
              2.  I    476  I    621  I   1098
  COMPLETE CERT.  I   14.6  I   13.9  I   14.2
                 -I---------I---------I
              3.  I    868  I   1285  I   2153
  IMPROVE SKILLS  I   26.7  I   28.7  I   27.8
                 -I---------I---------I
              4.  I    554  I    793  I   1347
  DECIDE ON CAREER I  17.0  I   17.7  I   17.4
                 -I---------I---------I
              5.  I     42  I     19  I     61
  STUDY TIL JOB AV I   1.3  I    0.4  I    0.8
                 -I---------I---------I
              6.  I    276  I    416  I    692
  PERSONL INTEREST I   8.5  I    9.3  I    8.9
                 -I---------I---------I
              7.  I    125  I     85  I    210
  TRANSF TO TECH. I    3.8  I    1.9  I    2.7
                 -I---------I---------I
              8.  I     65  I     78  I    143
  TRANSF TO UNIV. I    2.0  I    1.7  I    1.9
                 -I---------I---------I
              9.  I     74  I     78  I    152
  REQUIRED BY JOB I    2.3  I    1.7  I    2.0
                 -I---------I---------I
          COLUMN      3252      4485       7737
           TOTAL      42.0      58.0      100.0
```

```
                  AGE
           COUNT  I
         COL PCT  ICOLLEGE  ADULT AG    ROW
                  IAGE      E           TOTAL
                  I       1.I        2.I
Q11       --------I---------I---------I
              1.  I   1257  I    619  I   1876
  QUALIFY FOR JOB I   31.3  I   16.6  I   24.3
                 -I---------I---------I
              2.  I    477  I    617  I   1094
  COMPLETE CERT.  I   11.9  I   16.6  I   14.1
                 -I---------I---------I
              3.  I    714  I   1442  I   2155
  IMPROVE SKILLS  I   17.8  I   38.8  I   27.9
                 -I---------I---------I
              4.  I    983  I    363  I   1346
  DECIDE ON CAREER I  24.5  I    9.7  I   17.4
                 -I---------I---------I
              5.  I     22  I     39  I     61
  STUDY TIL JOB AV I   0.5  I    1.1  I    0.8
                 -I---------I---------I
              6.  I    243  I    451  I    694
  PERSONL INTEREST I   6.1  I   12.1  I    9.0
                 -I---------I---------I
              7.  I    161  I     49  I    210
  TRANSF TO TECH. I    4.0  I    1.3  I    2.7
                 -I---------I---------I
              8.  I     97  I     46  I    143
  TRANSF TO UNIV. I    2.4  I    1.2  I    1.9
                 -I---------I---------I
              9.  I     60  I     94  I    154
  REQUIRED BY JOB I    1.5  I    2.5  I    2.0
                 -I---------I---------I
          COLUMN      4015      3719       7734
           TOTAL      51.9      48.1      100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

likely to look upon the objective as the "improvement of existing job skills" than did college students (31.3% compared to 14.6% respectively). Considerable differences amongst the various institutions were also noted (Appendix Report #1). For example, "to quality for a job" was rated highest by students at Camosun (44.6%) and Selkirk (43.9%) and lowest among the colleges at East Kootenay (10.3%) and Northern Lights (22.1%). It was also ranked quite low for the three institutes. The improvement of existing job skills was considered most important at O.L.I. (44.9%) and East Kootenay (43.2%). Over one-third (38.8%) of the Justice Institute students replied that their main objective for enrolling was "to complete training required as a condition of my present employment."

Variations by program cluster were also observed (Appendix Report #2). In the BCIT day program areas of renewable resources, commercial art, nursing, and in the 2-year programs of health and education, over one-half reported "to qualify for a job." At least one-third of students enrolling in BCIT day programs in mechanical, construction, and business administration are studying while deciding on a career.

There was a considerable difference in the manner in which the students planned to meet their main objectives for enrolling in their present program or course. This was evident from the cross tabulation of Question 11 against the student's educational goal as reported in Question 12 (Table 30). As an example, two-thirds (68.7%) of those wishing to qualify for a job stated their goal as completing the program on a full-time basis. For those who were concerned with completing certification, the majority listed program completion on a part-time basis (62.4%). For the students whose objective was to improve existing job skills, the taking of one or two courses without intending to complete a full program (30.5%), or completing a career/technical program on a part-time basis (40.3%) were their most frequent current educational goals.

TABLE 30

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE FOR ENROLLING IN PARTICULAR PROGRAM (QUESTION 11) VERSUS EDUCATIONAL GOAL (QUESTION 12)

```
                     Q12
          COUNT    I
        ROW PCT    ITAKE 1-2 BACKGR.  COMPLET- COMPLET- COMPL-WO  ROW
                   I COURSES COURSES  PT BASIS FT BASIS RK STUDY  TOTAL
                   I       1.I      2.I      3.I      4.I      5.I
Q11       ---------I--------I--------I--------I--------I--------I
             1.    I   116  I   182  I   265  I  1281  I    22  I  1866
  QUALIFY FOR JOB  I   6.2  I   9.8  I  14.2  I  68.7  I   1.2  I  24.4
                  -I--------I--------I--------I--------I--------I
             2.    I    24  I   129  I   677  I   231  I    24  I  1084
  COMPLETE CERT.   I   2.2  I  11.9  I  62.4  I  21.3  I   2.2  I  14.2
                  -I--------I--------I--------I--------I--------I
             3.    I   645  I   230  I   855  I   319  I    70  I  2119
  IMPROVE SKILLS   I  30.5  I  10.8  I  40.3  I  15.0  I   3.3  I  27.7
                  -I--------I--------I--------I--------I--------I
             4.    I    55  I   279  I   245  I   744  I    11  I  1334
  DECIDE ON CAREER I   4.1  I  20.9  I  18.4  I  55.8  I   0.8  I  17.5
                  -I--------I--------I--------I--------I--------I
             5.    I    11  I    17  I    22  I     7  I     3  I    60
  STUDY TIL JOB AV I  18.7  I  27.9  I  37.2  I  11.7  I   4.5  I   0.8
                  -I--------I--------I--------I--------I--------I
             6.    I   261  I    62  I   162  I   168  I    20  I   674
  PERSONL INTEREST I  38.8  I   9.2  I  24.1  I  24.9  I   3.0  I   8.8
                  -I--------I--------I--------I--------I--------I
             7.    I     4  I    92  I    24  I    90  I     1  I   210
  TRANSF TO TECH.  I   2.1  I  43.6  I  11.3  I  42.7  I   0.3  I   2.8
                  -I--------I--------I--------I--------I--------I
             8.    I     8  I    35  I    19  I    73  I     7  I   141
  TRANSF TO UNIV.  I   5.5  I  24.6  I  13.4  I  51.4  I   5.1  I   1.9
                  -I--------I--------I--------I--------I--------I
             9.    I    35  I    23  I    54  I    24  I    12  I   149
  REQUIRED BY JOB  I  23.7  I  15.3  I  36.4  I  16.3  I   8.2  I   1.9
                  -I--------I--------I--------I--------I--------I
            COLUMN    1160     1047     2323     2937      171     7638
             TOTAL    15.2     13.7     30.4     38.5      2.2    100.0

CHI SQUARE =  2974.53223 WITH  32 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.31203

NUMBER OF MISSING OBSERVATIONS =       849
```

Table 31 provides a cross tabulation of Question 11 by the student's broad goal for post-secondary education (Question 13). Those students whose main objective was to qualify for a job or to complete certification requirements tended to view the prime goals for post-secondary education as the acquisition of knowledge and techniques for vocational skills (89.2% and 82.5% respectively). For those whose main objective was "personal interest" the broad post-secondary goals of "critical thinking" and a "broad general outlook" were also relatively important (15.0% and 20.8% respectively).

Regardless of the main objective for enrolling in their present career/technical program, at least 60% of the students indicated that they planned to take further education in their field of training (Table 32). The exceptions to this were those who enrolled to "qualify for a job" or for "personal interest." In these cases about 40% indicated an intention to take further education in their field of training.

Table 33 indicates the proportions of students who would enrol in the future at various institutions (Question 21) according to their present main objective for enrolling. Of the 2,574 students who hoped to enrol at BCIT, one-third (33.9%) listed their current objective for enrolment as "the improvement of existing job skills." For those that in the future would enrol at Emily Carr, just over one-quarter (27.9%) were currently enrolled to "decide on a career." Students who would attend the Open Learning Institute were currently concerned with the improvement of existing job skills (52.7%). Of the 119 students who indicated their main objective as "transfer to a university," 47 students (39.5%) selected UBC, 19 students (16.0%) listed SFU and 14 students (11.7%) chose U.Vic.

TABLE 31

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE FOR ENROLLING IN PARTICULAR PROGRAM (QUESTION 11) VERSUS BROAD GOALS FOR POST-SECONDARY EDUCATION (QUESTION 13)

```
                 Q13
          COUNT  I
        ROW PCT  IVOC. SKI CRITICAL EMOTIONA BROAD OU   ROW
                 ILLS       THINKG  L ADJ.   TLOOK     TOTAL
                 I      1.I      2.I      3.I      4.I
Q11      --------I--------I--------I--------I--------I
             1.  I  1638  I   134  I     2  I    62  I  1836
  QUALIFY FOR JOB I  89.2  I   7.3  I   0.1  I   3.4  I  24.3
                -I--------I--------I--------I--------I
             2.  I   885  I   105  I     2  I    81  I  1072
  COMPLETE CERT.  I  82.5  I   9.8  I   0.1  I   7.5  I  14.2
                -I--------I--------I--------I--------I
             3.  I  1629  I   315  I     6  I   156  I  2106
  IMPROVE SKILLS  I  77.4  I  14.9  I   0.3  I   7.4  I  27.9
                -I--------I--------I--------I--------I
             4.  I  1065  I   175  I     2  I    80  I  1323
  DECIDE ON CAREER I  80.5  I  13.2  I   0.2  I   6.1  I  17.5
                -I--------I--------I--------I--------I
             5.  I    45  I [illegible] I     2  I     7  I    56
  STUDY TIL JOB AV I  79.8  I   4.1  I   3.8  I  12.3  I   0.7
                -I--------I--------I--------I--------I
             6.  I   429  I   100  I     2  I   139  I   670
  PERSONL INTEREST I  64.0  I  15.0  I   0.3  I  20.8  I   8.9
                -I--------I--------I--------I--------I
             7.  I   177  I    20  I     1  I    11  I   210
  TRANSF TO TECH.  I  84.4  I   9.7  I   0.6  I   5.2  I   2.8
                -I--------I--------I--------I--------I
             8.  I   108  I    17  I     1  I    12  I   138
  TRANSF TO UNIV.  I  78.7  I  12.2  I   0.4  I   8.7  I   1.8
                -I--------I--------I--------I--------I
             9.  I   108  I    23  I     1  I    17  I   149
  REQUIRED BY JOB  I  72.5  I  15.4  I   0.5  I  11.6  I   2.0
                -I--------I--------I--------I--------I
         COLUMN     6084      891       18      565     7558
          TOTAL     80.5     11.8      0.2      7.5    100.0

CHI SQUARE =   354.23389 WITH  24 DEGREES OF FREEDOM   SIGNIFICANCE = 0.0
CRAMER'S V =    0.12499

NUMBER OF MISSING OBSERVATIONS =      928
```

TABLE 32

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE FOR ENROLLING IN PARTICULAR PROGRAM (QUESTION 11) VERSUS EDUCATIONAL PLANS AFTER FINISHING PROGRAM (QUESTION 19)

(Row Percentages)

	Educational Plans (Question 19):					
Main Objective (Question 11)	Educ. in My Field	Course In Field	Educ. Other Field	General Interest	No More Training	Total Respondents
Qualify for Job	876	806	263	272	115	1854
	47.2	43.5	14.2	14.7	6.2	
Complete Certificate	731	273	213	83	24	1076
	67.9	25.4	20.3	7.7	2.2	
Improve Skills	1351	695	426	167	26	2124
	63.6	32.7	20.1	7.9	1.2	
Decide on Career	810	399	247	123	35	1329
	60.9	30.0	18.6	9.3	2.6	
Study Till Job Avail.	37	17	15	3	1	57
	64.9	29.8	26.3	5.3	1.8	
Personal Interest	284	194	194	143	29	674
	42.1	28.8	28.8	21.2	4.3	
Transfer to Tech.	179	27	30	7	3	204
	87.7	13.2	14.7	3.4	1.5	
Transfer to Univ.	125	11	25	2	1	142
	88.0	7.7	17.6	1.4	0.7	
Required by Job	100	51	25	10	3	151
	66.2	33.8	16.6	6.6	2.0	
TOTAL RESPONDENTS	4494	2472	1443	810	238	7611
	59.0	32.5	19.0	10.6	3.1	

TABLE 33

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE FOR ENROLLING IN PARTICULAR PROGRAM (QUESTION 11) VERSUS INSTITUTION OF POSSIBLE FUTURE ENROLMENT (QUESTION 21)

Q21

COUNT COL PCT	CAMOSUN 1.	CAPILANO 2.	CARIBOO 3.	DOUGLAS 4.	EAST KOOTENAY 5.	FRASER VALLEY 6.	KWANTLEN 7.	MALASPINA 8.	NEW CALEDONIA 9.	NORTHERN LIGHTS 10.	ROW TOTAL
Q11											
1. QUALIFY FOR JOB	43 39.3	22 16.8	21 28.7	36 35.9	8 13.4	16 34.4	17 32.7	15 32.5	16 38.2	7 20.0	1173 22.3
2. COMPLETE CERT.	8 7.4	12 8.8	13 17.1	14 13.7	6 10.6	6 11.8	4 [illegible].0	3 7.4	3 6.3	2 6.7	803 15.2
3. IMPROVE SKILLS	20 18.0	57 43.4	17 22.3	21 21.1	31 53.4	10 19.0	12 23.6	[illegible] [illegible]	10 23.3	13 34.1	1483 28.1
4. DECIDE ON CAREER	27 24.5	16 11.8	16 21.7	12 12.3	2 3.5	8 14.6	12 22.7	13 29.0	8 18.4	5 12.6	916 17.4
5. STUDY TIL JOB AV	1 0.5	0 0.0	1 1.0	0 0.0	0 0.0	1 1.4	0 0.0	0 0.0	0 0.0	1 1.7	44 0.8
6. PERSONL INTEREST	7 6.1	23 17.1	5 6.1	10 10.3	7 13.0	6 12.2	3 5.0	5 11.6	5 12.5	9 23.3	454 8.6
7. TRANSF TO TECH.	4 3.3	1 0.8	1 1.5	1 0.5	1 1.2	1 2.1	3 5.4	0 0.0	1 1.4	0 0.0	171 3.2
8. TRANSF TO UNIV.	0 0.0	0 0.0	1 1.8	1 0.8	0 0.0	0 0.0	1 2.6	0 0.0	0 0.0	0 0.0	119 2.3
9. REQUIRED BY JOB	1 1.0	1 1.0	0 0.0	6 5.7	3 4.8	2 4.6	1 1.0	0 0.0	0 0.0	1 1.7	106 2.0
COLUMN TOTAL	111 2.1	132 2.5	74 1.4	101 1.9	57 1.1	53 1.0	53 1.0	46 0.9	43 0.8	37 0.7	5270 100.0

Q21

COUNT COL PCT	NORTH ISLAND 11.	NORTHWEST 12.	OKANAGAN 13.	SELKIRK 14.	VANCOUVER 15.	B.C.I.T. 21.	EMILY CARR 22.	JUSTICE 23.	OPEN LEARNING 25.	PACIFIC VOC. 26.	ROW TOTAL
Q11											
1. QUALIFY FOR JOB	0 0.0	4 26.8	23 26.6	10 47.6	30 29.0	434 16.9	6 11.0	4 19.3	21 17.6	6 31.1	1173 22.3
2. COMPLETE CERT.	0 0.0	4 24.3	12 14.4	1 4.7	21 20.3	472 18.3	2 3.8	2 8.4	10 8.2	0 0.0	803 15.2
3. IMPROVE SKILLS	3 65.5	4 24.6	27 31.5	1 5.3	18 17.2	873 33.9	7 12.6	8 44.1	64 52.7	4 23.1	1483 28.1
4. DECIDE ON CAREER	1 16.5	2 16.6	10 [illegible]	3 [illegible]	17 [illegible]	411 16.0	15 27.2	0 0.0	11 9.0	3 16.1	916 17.4
5. STUDY TIL JOB AV	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	28 1.1	1 1.0	0 0.0	3 2.7	0 0.0	44 0.8
6. PERSONAL INTEREST	0 0.0	1 9.7	10 11.8	4 18.8	12 11.8	191 7.4	9 16.6	0 0.0	10 8.2	0 0.0	454 8.6
7. TRANSF TO TECH	0 0.0	0 0.0	1 1.3	1 5.3	1 0.8	105 4.1	10 18.0	0 0.0	1 0.8	4 23.5	171 3.2
8. TRANSF TO UNIV.	0 0.0	0 0.0	1 0.8	0 0.0	2 2.0	8 0.3	4 6.6	0 0.0	0 0.0	0 0.0	119 2.3
9. REQUIRED BY JOB	0 0.0	0 0.0	2 2.8	0 0.0	3 2.8	53 2.0	1 2.5	5 28.1	1 0.9	1 6.2	106 2.0
COLUMN TOTAL	4 0.1	15 0.3	87 1.7	20 0.4	102 1.9	2574 48.8	55 1.0	19 0.4	121 2.3	16 0.3	5270 100.0

(CONTINUED)

TABLE 33 (Cont'd.)

CROSS TABULATION OF RESPONSES - MAIN OBJECTIVE FOR ENROLLING IN PARTICULAR PROGRAM (QUESTION 11) VERSUS INSTITUTION OF POSSIBLE FUTURE ENROLMENT (QUESTION 21)

```
                   Q21
           COUNT  I
         COL PCT  IDAVID TH SIMON FR U.B.C.    U. VICTO COLUMBIA TRINITY  OTHER BC ALBERTA  OTHER CA WASH. US    ROW
                  IOMPSON   ASER               RIA      COLLEGE WESTERN   INST.             N.PROV.             TOTAL
                  I     31.I     32.I     33.I     34.I     41.I     44.I     45.I     51.I     52.I     53.I
Q11      ---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              1.  I     4  I    61  I   192  I    56  I     0  I     3  I    15  I    23  I    37  I     9  I  1173
 QUALIFY FOR JOB  I  39.5  I  23.3  I  26.1  I  37.7  I   0.0  I  57.3  I  24.2  I  35.0  I  31.6  I  44.4  I  22.3
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              2.  I     1  I    44  I   105  I    12  I     0  I     0  I    13  I     8  I    11  I     2  I   803
 COMPLETE CERT.   I   9.8  I  16.9  I  14.3  I   8.1  I   0.0  I   0.0  I  21.5  I  12.3  I   9.3  I  12.0  I  15.2
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              3.  I     2  I    66  I   127  I    25  I  - 0   I     0  I     6  I     5  I    13  I     2  I  1483
 IMPROVE SKILLS   I  21.4  I  25.3  I  17.4  I  17.2  I   0.0  I   0.0  I  10.2  I   7.2  I  11.1  I   8.1  I  28.1
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              4.  I     2  I    37  I   169  I    27  I     3  I     1  I    12  I    17  I    27  I     3  I   918
 DECIDE ON CAREER I  19.6  I  14.2  I  23.1  I  18.0  I 100.0  I  29.5  I  19.7  I  25.8  I  23.3  I  15.1  I  17.4
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              5.  I     0  I     1  I     5  I     0  I     0  I     0  I     0  I     1  I     0  I     0  I    44
 STUDY TIL JOB AV I   0.0  I   0.5  I   0.7  I   0.0  I   0.0  I   0.0  I   0.0  I   0.9  I   0.0  I   0.0  I   0.8
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              6.  I     0  I    27  I    60  I    14  I     0  I     1  I     6  I     4  I    11  I     1  I   454
 PERSONAL INTEREST I  0.0  I  10.4  I   8.2  I   9.4  I   0.0  I  13.2  I   9.5  I   5.5  I   9.4  I   4.0  I   8.6
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              7.  I     0  I     2  I    15  I     0  I     0  I     0  I     6  I     2  I     8  I     1  I   171
 TRANSF TO TECH.  I   0.0  I   0.7  I   2.0  I   0.0  I   0.0  I   0.0  I  10.0  I   3.3  I   7.2  I   2.7  I   3.2
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              8.  I     1  I    19  I    47  I    14  I     0  I     0  I     0  I     7  I     8  I     1  I   119
 TRANSF TO UNIV.  I   9.8  I   7.2  I   6.5  I   9.3  I   0.0  I   0.0  I   0.0  I  10.1  I   6.9  I   4.0  I   2.3
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
              9.  I     0  I     4  I    13  I     1  I     0  I     0  I     3  I     0  I     1  I     2  I   106
 REQUIRED BY JOB  I   0.0  I   1.4  I   1.8  I   0.4  I   0.0  I   0.0  I   4.9  I   0.0  I   1.1  I   9.8  I   2.0
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN       10      260      734      148        3        5       60       66      116       19     5270
           TOTAL      0.2      4.9     13.9      2.8      0.1      0.1      1.1      1.3      2.2      0.4    100.0

                   Q21
           COUNT  I
         COL PCT  IOTHER US OUTSIDE    ROW
                  I STATES  CAN & US  TOTAL
                  I     54.I     55.I
Q11      ---------I--------I--------I
              1.  I    23  I    10  I  1173
 QUALIFY FOR JOB  I  28.7  I  20.4  I  22.3
                 -I--------I--------I
              2.  I     4  I     9  I   803
 COMPLETE CERT.   I   5.6  I  17.8  I  15.2
                 -I--------I--------I
              3.  I    19  I     9  I  1483
 IMPROVE SKILLS   I  23.6  I  18.5  I  28.1
                 -I--------I--------I
              4.  I    17  I    12  I   918
 DECIDE ON CAREER I  21.4  I  25.2  I  17.4
                 -I--------I--------I
              5.  I     2  I     0  I    44
 STUDY TIL JOB AV I   2.7  I   0.0  I   0.8
                 -I--------I--------I
              6.  I     7  I     7  I   454
 PERSONAL INTEREST I  9.1  I  13.9  I   8.6
                 -I--------I--------I
              7.  I     1  I     1  I   171
 TRANSF TO TECH.  I   1.7  I   2.8  I   3.2
                 -I--------I--------I
              8.  I     5  I     1  I   119
 TRANSF TO UNIV.  I   6.1  I   1.2  I   2.3
                 -I--------I--------I
              9.  I     1  I     0  I   106
 REQUIRED BY JOB  I   1.0  I   0.0  I   2.0
                 -I--------I--------I
          COLUMN       79       48     5270
           TOTAL      1.5      0.9    100.0

CHI SQUARE =   952.86719 WITH 248 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.15034

NUMBER OF MISSING OBSERVATIONS =     3216
```

b) Individuals Influencing Choice of Program (Question 16)

It appears that the student is primarily responsible for his own decision making (86.0%) as far as choice of program is concerned (Table 34). Where outside influence was evident it came from two sources. "Friends" were reported by 12.7% and "employers" by 15.1% of the students. Professionals such as teachers or counsellors were reported much less frequently.

The impact of individuals on the decision making process of the student did vary by age grouping of the student, however. An unexpected observation was that slightly more college age students (87.4%) consider themselves as important in the decision making process than do adult age students (84.3%). What was expected, however, was the greater impact of parent/guardian on the younger student than older student and the reverse situation for the impact of spouses.

c) Was Program Student's First Choice (Question 17)

A majority of students (82.6%) enrolled in programs that they considered to be their first choice (Table 35). A small percentage (2.2%) enrolled in the program or course as a condition of their present employment.

The college age student (18.6%) more so than the adult age student (11.4%) felt he had enrolled in a program or course that was not his/her first choice.

There were significant differences among institutions in the proportions indicating the program as their first choice (Appendix Report #1). As an example, the highest proportions of students enrolling in programs that were not their first choice were at Malaspina (23.0%), Cariboo (19%), and Okanagan (17.7%). The highest proportions of students enrolling in programs that were their first

TABLE 34

INDIVIDUAL(S) INFLUENCING DECISION TO ENROL IN PARTICULAR PROGRAM, BY SEX AND AGE

(Question 16 - column percentages[a])

	MALE	FEMALE	TOTAL
My Decision	85.7	86.1	86.0
Parent-Guardian	11.0	11.1	11.0
Spouse	5.8	6.2	6.1
Relatives	5.3	6.4	5.9
Friend	11.6	13.5	12.7
Sec. Teacher	2.6	2.8	2.7
Sec. Counsellor	2.9	2.7	2.8
Post-Sec. Counsel.	4.0	4.5	4.3
Other Counsellor	1.6	2.6	2.2
Post-Sec. Student	2.1	1.7	1.8
Employer	14.1	15.8	15.1
Other	4.1	4.4	4.3
No. Respond	3459	4850	8309

	COLLEGE AGE	ADULT AGE	ROW TOTAL
My Decision	87.4	84.3	85.9
Parent-Guardian	20.0	1.5	11.0
Spouse	3.4	9.0	6.1
Relatives	8.0	3.7	5.9
Friend	14.1	11.1	12.7
Sec. Teacher	5.0	0.3	2.7
Sec. Counsellor	5.1	0.1	2.8
Post-Sec. Counsel.	4.7	4.0	4.3
Other Counsellor	1.7	2.7	2.2
Post-Sec. Student	2.6	1.0	1.8
Employer	11.8	18.6	15.1
Other	4.1	4.5	4.3
No. Respond	4271	4020	8291

```
                Q4
         COUNT  I
       COL PCT  IMALE      FEMALE      ROW
                I                      TOTAL
                I       1.I       2.I
Q16C    --------I---------I---------I
            0.  I    48   I    72   I    120
  NO RESPONSE   I   1.4   I   1.5   I    1.4
               -I---------I---------I
            1.  I  3459   I  4850   I   8309
  SOME RESPONSE I  98.6   I  98.5   I   98.6
               -I---------I---------I
        COLUMN     3507      4923       8430
         TOTAL     41.6      58.4      100.0
```

```
                AGE
         COUNT  I
       COL PCT  ICOLLEGE  ADULT AG     ROW
                IAGE      E            TOTAL
                I       1.I       2.I
Q16R    --------I---------I---------I
            0.  I    48   I    72   I    120
  NO RESPONSE   I   1.1   I   1.8   I    1.4
               -I---------I---------I
            1.  I  4271   I  4020   I   8291
  SOME RESPONSE I  98.9   I  98.2   I   98.6
               -I---------I---------I
        COLUMN     4320      4092       8411
         TOTAL     51.4      48.6      100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications. As respondents were permitted to check more than one response option, the sum of response percentages will exceed 100.

TABLE 35

WAS CURRENT PROGRAM THE STUDENT'S FIRST CHOICE, BY SEX AND AGE

(Question 17 - column percentages[a])

```
                      Q4
               COUNT  I
             COL PCT  IMALE      FEMALE     ROW
                      I                     TOTAL
                      I       1.I       2.I
Q17           --------I---------I---------I
                  1.  I  2753   I  4065   I  6818
  YES                 I  80.4   I  84.2   I  82.6
                     -I---------I---------I
                  2.  I   578   I   676   I  1254
  NO                  I  16.9   I  14.0   I  15.2
                     -I---------I---------I
                  3.  I    92   I    87   I   179
  REQUIRED BY JOB     I   2.7   I   1.8   I   2.2
                     -I---------I---------I
              COLUMN     3424      4827      8251
               TOTAL     41.5      58.5     100.0
```

```
                      AGE
               COUNT  I
             COL PCT  ICOLLEGE   ADULT AG   ROW
                      IAGE       E          TOTAL
                      I       1.I       2.I
Q17           --------I---------I---------I
                  1.  I  3392   I  3413   I  6805
  YES                 I  79.7   I  85.9   I  82.7
                     -I---------I---------I
                  2.  I   794   I   453   I  1247
  NO                  I  18.6   I  11.4   I  15.1
                     -I---------I---------I
                  3.  I    71   I   106   I   177
  REQUIRED BY JOB     I   1.7   I   2.7   I   2.2
                     -I---------I---------I
              COLUMN     4257      3972      8229
               TOTAL     51.7      48.3     100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

choice were at O.L.I. (91.2%), Northern Lights (88.3%), Northwest (87.7%), and Capilano (87.2%). Province-wide, the highest percentage of students who apparently enrolled in programs that were not their first choice were found in BCIT day time programs in renewable resources (24.8%), business administration (24.2%), nursing (27.6%), health related (30.0%), and engineering (33.5%) (Appendix Report #2).

7. CAREER AMBITIONS AND PLANS

Four items on the Information Sheet are related to the identification of the students' career amibitions and plans. These were questions 20, 22, 23, and 24. The results of these questions are reported in this section.

a) Plans After Completing Program or Course (Question 20)

Most students are planning to work after completing their current program (Table 36). Over one-quarter of the students (27.3%) said they are planning to work and study simultaneously. Another 26.0% said they would obtain a full-time job and 22.8% would continue in their current job. Only 6.3% had no definite plans and a further 6.9% were undecided between work or further study.

Differences were not very large by sex, but by age there was a substantial variation in responses. Over one-third of the adult age students (34.0%) listed "continue in current job" as compared with only 12.4% of the college age students so indicating. However, the total percentages indicating employment (either continuing in current job or obtaining full-time employment) were almost the same (48.0% for college age and 49.5% for adult age).

Similar observations as indicated above for age differences were evident between college and institute students (Appendix Report #1). In addition, the simultaneous "work and study" option was selected by almost twice as many institute students (31.3%) as college students (16.2%).

TABLE 36

PLANS AFTER COMPLETING PROGRAM, BY SEX AND AGE

(Question 20 - column percentages[a])

```
                  Q4
           COUNT  I
         COL PCT  IMALE     FEMALE      ROW
                  I                     TOTAL
                  I      1.I      2.I
Q20       --------I--------I--------I
              1.  I   903  I   924  I   1827
 CONTINUE MY JOB  I  26.9  I  19.8  I   22.8
                 -I--------I--------I
              2.  I   830  I  1251  I   2081
 OBTAIN FT JOB    I  24.7  I  26.9  I   26.0
                 -I--------I--------I
              3.  I   228  I   327  I    555
 WORK OR STUDY    I   6.8  I   7.0  I    6.9
                 -I--------I--------I
              4.  I   828  I  1363  I   2191
 WORK & STUDY     I  24.6  I  29.3  I   27.3
                 -I--------I--------I
              5.  I   171  I   161  I    332
 STUDY FULL-TIME  I   5.1  I   3.4  I    4.1
                 -I--------I--------I
              6.  I     2  I    34  I     36
 FT HOUSEHOLD     I   0.1  I   0.7  I    0.4
                 -I--------I--------I
              7.  I   222  I   284  I    507
 NO DEFINITE PLAN I   6.6  I   6.1  I    6.3
                 -I--------I--------I
              8.  I    98  I   141  I    239
 OTHER            I   2.9  I   3.0  I    3.0
                b-I--------I--------I
              9.  I    81  I   170  I    251
 SEEK FT EMPLOY   I   2.4  I   3.7  I    3.1
                 -I--------I--------I
          COLUMN     3364     4654      8018
           TOTAL     42.0     58.0     100.0
```

```
                  AGE
           COUNT  I
         COL PCT  ICOLLEGE  ADULT AG    ROW
                  IAGE      E           TOTAL
                  I      1.I      2.I
Q20       --------I--------I--------I
              1.  I   510  I  1315  I   1825
 CONTINUE MY JOB  I  12.4  I  34.0  I   22.8
                 -I--------I--------I
              2.  I  1468  I   598  I   2066
 OBTAIN FT JOB    I  35.6  I  15.5  I   25.8
                 -I--------I--------I
              3.  I   435  I   120  I    555
 WORK OR STUDY    I  10.5  I   3.1  I    6.9
                 -I--------I--------I
              4.  I   922  I  1267  I   2189
 WORK & STUDY     I  22.3  I  32.7  I   27.4
                 -I--------I--------I
              5.  I   279  I    52  I    332
 STUDY FULL-TIME  I   6.8  I   1.4  I    4.1
                 -I--------I--------I
              6.  I     9  I    27  I     36
 FT HOUSEHOLD     I   0.2  I   0.7  I    0.5
                 -I--------I--------I
              7.  I   298  I   209  I    507
 NO DEFINITE PLAN I   7.2  I   5.4  I    6.3
                 -I--------I--------I
              8.  I    78  I   161  I    239
 OTHER            I   1.9  I   4.2  I    3.0
                b-I--------I--------I
              9.  I   130  I   121  I    251
 SEEK FT EMPLOY   I   3.1  I   3.1  I    3.1
                 -I--------I--------I
          COLUMN     4129     3870      7999
           TOTAL     51.6     48.4     100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

[b] Derived response based on answers to other questions on the Information Sheet whenever Question 20 had not been completed.

On an institutional basis, a majority of students at Camosun (58.5%), Malaspina (53.6%), New Caledonia (57.0%), and Selkirk (52.0%) indicated plans to obtain full-time employment (Appendix Report #1). The highest percentages with plans for full-time study were at Fraser Valley (9.8%), and Northwest (14.0%).

b) Job Opportunities as Viewed by Students (Question 22)

Question 22 concerning future job availability was only addressed to those students planning to seek full-time employment upon leaving their institution (Table 37). Just over 4,100 students responded (48%). One-half of the students responding (51.7%) were of the opinion that ample jobs would be available in their own geographical area. A further 9.6 percent reported they believed ample jobs would be available, but in another area of British Columbia. Somewhat unexpected was the one-third (32.3%) who reported "no information upon which to base an opinion at this time."

Females (35.1%) were more likely to express "no opinion" than males (28.4%). While statistically there were noted differences between the two age groups in responses to the item, the differences were generally minimal when tested by Cramer's V. It might be pointed out, however, that there was a very slight tendency for more older students to express a lack of information on this topic than college age students.

The institute student (52.8%) seemed slightly more optimistic about job availability in his own geographical area than did the college student (50.6%) (Appendix A1). In addition, 34.2% of the institute students, as compared with 30.1% of college students reported they lacked information upon which to base an opinion.

Students attending East Kootenay, Kwantlen, Northern Lights and Selkirk were least likely to indicate they felt that ample jobs were available in their own geographical area. Less than one-third of the respondents at these colleges indicated jobs would be available in

TABLE 37

FUTURE JOB OPPORTUNITIES IN THE FIELD OF TRAINING, BY SEX AND AGE

(Question 22 - column percentages[a])

```
                     Q4
             COUNT  I
           COL PCT  IMALE      FEMALE      ROW
                    I                      TOTAL
                    I       1.I       2.I
Q22         --------I---------I---------I
                1.  I   916   I  1224   I  2140
  AVAIL OWN AREA    I  51.8   I  51.7   I  51.7
                   -I---------I---------I
                2.  I   215   I   182   I   397
  AVAIL OTHER BC    I  12.2   I   7.7   I   9.6
                   -I---------I---------I
                3.  I    47   I    47   I    93
  SCARCE IN BC      I   2.6   I   2.0   I   2.3
                   -I---------I---------I
                4.  I    88   I    84   I   172
  SCARCE EVERYWHER  I   5.0   I   3.5   I   4.2
                   -I---------I---------I
                5.  I   503   I   832   I  1336
  NO INFORMATION    I  28.4   I  35.1   I  32.3
                   -I---------I---------I
            COLUMN     1769      2369       4138
             TOTAL     42.8      57.2      100.0
```

```
                     AGE
             COUNT  I
           COL PCT  ICOLLEGE  ADULT AG    ROW
                    IAGE      E           TOTAL
                    I       1.I       2.I
Q22         --------I---------I---------I
                1.  I  1349   I   788   I  2137
  AVAIL OWN AREA    I  52.8   I  50.4   I  51.9
                   -I---------I---------I
                2.  I   272   I   119   I   391
  AVAIL OTHER BC    I  10.6   I   7.6   I   9.5
                   -I---------I---------I
                3.  I    67   I    26   I    93
  SCARCE IN BC      I   2.6   I   1.7   I   2.3
                   -I---------I---------I
                4.  I    86   I    83   I   169
  SCARCE EVERYWHER  I   3.3   I   5.3   I   4.1
                   -I---------I---------I
                5.  I   783   I   546   I  1329
  NO INFORMATION    I  30.6   I  35.0   I  32.3
                   -I---------I---------I
            COLUMN     2557      1562       4119
             TOTAL     62.1      37.9      100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

their area. On the other hand, Camosun, Douglas, and New Caledonia students were most likely to feel jobs would be available, with approximately two-thirds so indicating. Approximately half of the East Kootenay and Kwantlen students reported they had no information upon which to base an opinion. From the student point of view, job availability in their own geographical area was most prevalent for those enrolled in BCIT day programs in construction, business administration and personal services and for those enrolled in 1-year or 2-year programs in health, nursing and education.

c) Geographic Area in Which Future Employment is Desired (Question 23)

As with the previous question, Question 23 was only asked of students planning to seek full-time employment upon leaving their institution. Just under 4,000 students responded. A few of the students, 289 in number, reported a hope of finding employment outside of British Columbia (Table 38). The Lower Mainland was the desired location of jobs for 53.9 percent. Vancouver Island would be a source of employment for 12.7 percent, and the Okanagan and central British Columbia for 7.0 and 6.7 percent respectively.

Table 39 provides a cross tabulation of the students' desired location of future employment (Question 23) by their current institution of enrolment. Generally, students hope to find full-time employment within their own college region or area of the province. For most colleges, the percentages of students indicating this exceed 75%. However, there are some notable exceptions. New Caledonia, Cariboo, and Selkirk each have percentages in the 40% to 55% range. Selkirk, Kwantlen, Cariboo, and Fraser Valley students were more likely to be considering employment outside of British Columbia (from 18% to 10%). Finally, students at the Open Learning Institute indicated practically every area of the province with no single area being dominant.

TABLE 38

DESIRED LOCATION OF FULL-TIME EMPLOYMENT AFTER LEAVING PROGRAM, BY SEX AND AGE

(Question 23 - column percentages[a])

```
                      Q4
             COUNT  I
            COL PCT IMALE       FEMALE       ROW
                    I                        TOTAL
                    I      1.I      2.I
Q23         --------I--------I--------I
                 1. I    23  I    52  I      75
  PEACE R. & NE BC  I   1.4  I   2.3  I     1.9
                   -I--------I--------I
                 2. I    39  I    71  I     110
  NORTHWEST BC      I   2.3  I   3.1  I     2.8
                   -I--------I--------I
                 3. I    13  I    20  I      34
  CENTRAL COAST     I   0.8  I   0.9  I     0.8
                   -I--------I--------I
                 4. I   124  I   156  I     280
  OKANAGAN          I   7.3  I   6.8  I     7.0
                   -I--------I--------I
                 5. I    48  I    78  I     126
  KOOTENAYS         I   2.9  I   3.4  I     3.2
                   -I--------I--------I
                 6. I    89  I   176  I     265
  CENTRAL BC        I   5.3  I   7.7  I     6.7
                   -I--------I--------I
                 7. I   217  I   287  I     504
  VANCOUVER ISLAND  I  12.8  I  12.5  I    12.7
                   -I--------I--------I
                 8. I   949  I  1196  I    2145
  LOWER MAINLAND    I  56.1  I  52.3  I    53.9
                   -I--------I--------I
                 9. I    54  I    99  I     154
  FRASER VALLEY     I   3.2  I   4.3  I     3.9
                   -I--------I--------I
                10. I    79  I    98  I     177
  OTHER PROVINCE    I   4.6  I   4.3  I     4.4
                   -I--------I--------I
                11. I    57  I    55  I     112
  OUTSIDE CANADA    I   3.4  I   2.4  I     2.8
                   -I--------I--------I
            COLUMN      1692      2288      3981
             TOTAL      42.5      57.5     100.0
```

```
                      AGE
             COUNT  I
            COL PCT ICOLLEGE   ADULT AG     ROW
                    IAGE       E            TOTAL
                    I      1.I      2.I
Q23         --------I--------I--------I
                 1. I    48  I    27  I      75
  PEACE R. & NE BC  I   1.9  I   1.8  I     1.9
                   -I--------I--------I
                 2. I    77  I    32  I     110
  NORTHWEST BC      I   3.1  I   2.1  I     2.8
                   -I--------I--------I
                 3. I    18  I    17  I      34
  CENTRAL COAST     I   0.7  I   1.1  I     0.9
                   -I--------I--------I
                 4. I   200  I    77  I     277
  OKANAGAN          I   8.1  I   5.2  I     7.0
                   -I--------I--------I
                 5. I    72  I    54  I     126
  KOOTENAYS         I   2.9  I   3.6  I     3.2
                   -I--------I--------I
                 6. I   179  I    85  I     264
  CENTRAL BC        I   7.3  I   5.7  I     6.7
                   -I--------I--------I
                 7. I   341  I   158  I     500
  VANCOUVER ISLAND  I  13.9  I  10.6  I    12.6
                   -I--------I--------I
                 8. I  1235  I   900  I    2135
  LOWER MAINLAND    I  50.1  I  60.1  I    53.9
                   -I--------I--------I
                 9. I    81  I    73  I     153
  FRASER VALLEY     I   3.3  I   4.8  I     3.9
                   -I--------I--------I
                10. I   132  I    43  I     175
  OTHER PROVINCE    I   5.3  I   2.9  I     4.4
                   -I--------I--------I
                11. I    81  I    31  I     112
  OUTSIDE CANADA    I   3.3  I   2.1  I     2.8
                   -I--------I--------I
            COLUMN      2463      1497      3961
             TOTAL      62.2      37.8     100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

TABLE 39

CROSS TABULATION OF RESPONSES - DESIRED LOCATION OF FULL-TIME EMPLOYMENT AFTER LEAVING PROGRAM (QUESTION 23) VERSUS INSTITUTION IN WHICH CURRENTLY ENROLLED

(Row Percentages)

Future Full-Time Employment (Question 23):

Current Institution	Peace R. N.E. B.C.	N.W. B.C.	Central B.C.	Okan-agan	Koot-enays	Van. Island	Fraser Valley	Lower Mainland	Central Coast	Sub-Total	Other Prov.	Outside Canada	Total (N)
N. Lights	72.5	3.8	5.0	6.3	2.5	1.3	1.3	2.5	0.0	95.0	5.0	0.0	49
Northwest	0.0	82.1	0.0	2.6	0.0	2.6	0.0	5.1	7.7	100.0	0.0	0.0	29
New Caledonia	7.8	14.7	53.4	3.4	1.7	4.3	3.4	4.3	1.7	94.8	2.6	2.6	184
Cariboo	3.3	2.4	48.1	16.2	2.9	2.9	0.5	10.5	2.4	[illegible]	9.0	1.5	163
Okanagan	1.0	0.7	1.4	78.1	0.7	1.0	0.0	7.3	1.0	91.3	5.6	3.1	174
E. Kootenay	0.0	0.0	0.0	2.1	74.5	8.5	0.0	6.4	0.0	91.5	8.5	0.0	32
Selkirk	4.2	2.5	1.7	4.2	40.8	8.3	0.0	18.3	1.7	81.6	14.2	4.2	113
Malaspina	0.0	0.0	0.0	2.2	2.2	80.0	2.2	11.1	0.0	97.8	2.2	0.0	190
Camosun	0.5	0.3	0.5	1.0	0.5	82.4	0.0	7.4	0.8	93.4	5.1	1.5	208
Fraser Valley	0.0	0.5	2.2	1.1	2.2	1.1	54.9	28.0	0.0	90.1	8.8	1.1	112
Capilano	0.0	1.6	1.6	2.3	1.6	4.7	0.8	82.9	1.6	96.9	2.3	0.8	203
Douglas	0.4	1.5	2.7	1.9	0.8	1.5	9.1	76.9	0.4	95.1	3.8	1.1	145
Kwantlen	0.0	0.0	0.0	0.0	0.0	9.6	3.8	69.2	0.0	82.7	7.7	9.6	29
Vancouver	0.9	2.1	2.4	4.2	1.5	3.3	2.1	75.5	1.2	93.1	4.2	2.7	231
BCIT	0.4	1.4	2.5	3.3	1.1	5.6	2.9	74.6	0.6	92.5	3.8	3.7	2035
Justice	3.8	0.0	7.7	0.0	3.8	11.5	7.7	63.5	0.0	98.1	1.9	0.0	28
OLT	0.0	10.8	14.9	13.5	12.2	20.3	1.4	20.3	0.0	93.2	4.1	2.7	82
Total (N)	76	110	265	282	128	508	155	2157	34	3714	179	113	4006

d) Willingness to Move to Another Community to Obtain a Job Related to Training (Question 24)

Again, only students planning to seek full-time employment were asked to respond to Question 24. The majority of students responding (84.2%) did indicate a willingness to move to another community in order to obtain a job related to their training (Table 40). However, nearly one-half (48.0%) stated that their willingness to move would depend just where the location was.

Females (79%) were less likely to indicate a willingness to relocate than males (91.3%). The college age students were more willing to relocate (92.5%) than the adult age group (70.1%). However, the younger students were more likely to qualify their response by replying that it would "depend on where."

Students from East Kootenay, Northern Lights, Northwest and the Open Learning Institute were most resistent to a move, with roughly 30 percent so indicating (Appendix Report #1). On the other hand, over 90% of Malaspina, Kwantlen, New Caledonia, Selkirk, and Camosun students were prepared to relocate.

8. IMMEDIATE EDUCATIONAL PLANS AND LONG-RANGE EDUCATIONAL AMBITIONS

Two items in the Information Sheet related to the identification of the student's future educational plans. These were Questions 19 and 21. The results are reported in this section.

a) Education Plans (Question 19)

The majority of respondents (59.7%) reported a "plan to take further education" in their field of training (Table 41). One third of the students (32.3%) would take the occasional course to keep up-to-date in their field. Just under 14 percent indicated that at the completion of their present career/technical program they would be basically finished with their post-secondary education.

TABLE 40

WILLING TO MOVE TO ANOTHER COMMUNITY TO GET JOB FOR WHICH TRAINED, BY SEX AND AGE

(Question 24 - column percentages[a])

```
                     Q4
             COUNT  I
           COL PCT  IMALE      FEMALE      ROW
                    I                      TOTAL
                    I       1.I       2.I
Q24         --------I---------I---------I
                 1. I   766   I   752   I   1518
  YES               I   43.4  I   31.0  I   36.2
                   -I---------I---------I
                 2. I   846   I  1166   I   2012
  YES.DEPEND WHERE  I   47.9  I   48.0  I   48.0
                   -I---------I---------I
                 3. I   154   I   510   I    664
  NO                I    8.7  I   21.0  I   15.8
                   -I---------I---------I
            COLUMN     1766      2428       4194
             TOTAL     42.1      57.9      100.0
```

```
                     AGE
             COUNT  I
           COL PCT  ICOLLEGE   ADULT AG    ROW
                    IAGE       E           TOTAL
                    I       1.I       2.I
Q24         --------I---------I---------I
                 1. I  1048   I   461   I   1509
  YES               I  40.4   I   29.2  I   36.1
                   -I---------I---------I
                 2. I  1352   I   646   I   1999
  YES.DEPEND WHERE  I  52.1   I   40.9  I   47.9
                   -I---------I---------I
                 3. I   195   I   473   I    668
  NO                I   7.5   I   29.9  I   16.0
                   -I---------I---------I
            COLUMN    2594      1582       4176
             TOTAL    62.1      37.9      100.0
```

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[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

TABLE 41

EDUCATIONAL PLANS AFTER FINISHING PROGRAM, BY SEX AND AGE

(Question 19 - column percentages[a])

	MALE	FEMALE	TOTAL
Educ. in my Field	59.0	60.2	59.7
Course in Field	31.9	32.5	32.3
Educ. Other Field	20.0	18.7	19.2
General Interest	10.7	10.5	10.6
No More Training	3.0	3.1	3.1
No. Respond	3439	4814	8253

	COLLEGE AGE	ADULT AGE	ROW TOTAL
Educ. in my Field	57.4	62.1	59.7
Course in Field	33.6	30.8	32.2
Educ. Other Field	18.0	20.4	19.2
General Interest	11.8	9.5	10.6
No More Training	4.1	1.9	3.0
No. Respond	4232	4000	8232

```
               Q4
        COUNT  I
      COL PCT  IMALE      FEMALE     ROW
               I                     TOTAL
               I       1.I       2.I
Q19R   --------I---------I---------I
           0.  I     68  I   109   I   177
 NO RESPONSE   I    1.9  I   2.2   I   2.1
              -I---------I---------I
           1.  I   3439  I  4814   I  8253
 SOME RESPONSE I   98.1  I  97.8   I  97.9
              -I---------I---------I
       COLUMN     3507      4923      8430
        TOTAL     41.6      58.4     100.0
```

```
                  AGE
          COUNT  I
        COL PCT  ICOLLEGE  ADULT AG   ROW
                 IAGE      E          TOTAL
                 I       1.I       2.I
Q19R     --------I---------I---------I
             0.  I     88  I    91   I   179
 NO RESPONSE     I    2.0  I   2.2   I   2.1
                -I---------I---------I
             1.  I   4232  I  4000   I  8232
 SOME RESPONSE   I   98.0  I  97.8   I  97.9
                -I---------I---------I
         COLUMN     4320      4092      8411
          TOTAL     51.4      48.6     100.0
```

---

[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications. As respondents were permitted to check more than one response option, the sum of response percentages will exceed 100.

It would appear that a greater proportion of institute students (61.8%) have plans to take further education in their field of training than do college students (52.1%) (Appendix A1). More college students (37.6%) would take occasional courses to keep up-to-date in their field than institute students (23.3%). The latter group (20.9%) had a preference for education in areas other than their field more so than college students (14.9%).

b) Desired Location of Future Education (Question 21)

Two-thirds (67.2%) of the 8,486 students indicated the post-secondary institution they would attend if further education and/or training was contemplated (Table 42). Numbers ranged from a low of three and four students who would attend Columbia College, Trinity Western or North Island College,[3] to a high of 2,799 who would enrol at BCIT. This latter institute was estimated by nearly one-half (49.1%) of the students. The vast majority of students who would attend BCIT in the future were those students currently enrolled at an institute (Appendix A1). One-fifth of the students who responded (21.7%) indicated they would attend one of the province's main universities. From 30 to 40 percent of those students enrolled in renewable resources, engineering, electrical, mechanical, construction, and nursing/health related programs indicated a plan to transfer to the University of British Columbia (Appendix Report #2). While minimal in number, construction, personal services, commercial art and fine art students were the most likely to indicate attending an institution in the U.S.A.

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[3] It must be remembered that only the public institutions were included in the survey and that, within the public sector, Emily Carr and North Island college students did not participate.

TABLE 42

DESIRED LOCATION OF FURTHER EDUCATION AFTER LEAVING PROGRAM, BY SEX AND AGE

(Question 21 - column percentages[a])

```
                  Q4
         COUNT   I
        COL PCT  IMALE      FEMALE      ROW
                 I                      TOTAL
                 I        1.I        2.I
Q21      --------I---------I---------I
              1. I    55   I    60   I    115
  CAMOSUN        I   2.2   I   1.9   I    2.0
                -I---------I---------I
              2. I    33   I   106   I    139
  CAPILANO       I   1.3   I   3.3   I    2.4
                -I---------I---------I
              3. I    17   I    63   I     80
  CARIBOO        I   0.7   I   2.0   I    1.4
                -I---------I---------I
              4. I    27   I    87   I    114
  DOUGLAS        I   1.1   I   2.7   I    2.0
                -I---------I---------I
              5. I    22   I    40   I     62
  EAST KOOTENAY  I   0.9   I   1.3   I    1.1
                -I---------I---------I
              6. I    10   I    48   I     58
  FRASER VALLEY  I   0.4   I   1.5   I    1.0
                -I---------I---------I
              7. I    10   I    50   I     60
  KWANTLEN       I   0.4   I   1.6   I    1.1
                -I---------I---------I
              8. I    14   I    32   I     46
  MALASPINA      I   0.6   I   1.0   I    0.8
                -I---------I---------I
              9. I    14   I    31   I     45
  NEW CALEDONIA  I   0.5   I   1.0   I    0.8
                -I---------I---------I
             10. I     5   I    35   I     39
  NORTHERN LIGHTS I  0.2   I   1.1   I    0.7
                -I---------I---------I
             11. I     0   I     4   I      4
  NORTH ISLAND   I   0.0   I   0.1   I    0.1
                -I---------I---------I
          COLUMN    2477      3225       5702
           TOTAL    43.4      56.6      100.0
(CONTINUED)
```

```
                  AGE
         COUNT   I
        COL PCT  ICOLLEGE   ADULT AG    ROW
                 IAGE       E           TOTAL
                 I        1.I        2.I
Q21      --------I---------I---------I
              1. I    73   I    42   I    115
  CAMOSUN        I   2.5   I   1.5   I    2.0
                -I---------I---------I
              2. I    56   I    83   I    139
  CAPILANO       I   2.0   I   2.9   I    2.4
                -I---------I---------I
              3. I    39   I    41   I     80
  CARIBOO        I   1.4   I   1.5   I    1.4
                -I---------I---------I
              4. I    54   I    60   I    113
  DOUGLAS        I   1.9   I   2.1   I    2.0
                -I---------I---------I
              5. I    15   I    48   I     63
  EAST KOOTENAY  I   0.5   I   1.7   I    1.1
                -I---------I---------I
              6. I    22   I    36   I     58
  FRASER VALLEY  I   0.8   I   1.3   I    1.0
                -I---------I---------I
              7. I    32   I    28   I     60
  KWANTLEN       I   1.1   I   1.0   I    1.1
                -I---------I---------I
              8. I    32   I    14   I     46
  MALASPINA      I   1.1   I   0.5   I    0.8
                -I---------I---------I
              9. I    22   I    23   I     45
  NEW CALEDONIA  I   0.8   I   0.8   I    0.8
                -I---------I---------I
             10. I    13   I    26   I     39
  NORTHERN LIGHTS I  0.5   I   0.9   I    0.7
                -I---------I---------I
             11. I     4   I     0   I      4
  NORTH ISLAND   I   0.1   I   0.0   I    0.1
                -I---------I---------I
          COLUMN    2856      2833       5689
           TOTAL    50.2      49.8      100.0
(CONTINUED)
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[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

TABLE 42 (Continued)

DESIRED LOCATION OF FURTHER EDUCATION AFTER LEAVING PROGRAM, BY SEX AND AGE

(Question 21 - column percentages[a])

Q21	COUNT COL PCT	Q4 MALE 1.	FEMALE 2.	ROW TOTAL
NORTHWEST	12.	2 0.1	14 0.4	16 0.3
OKANAGAN	13.	38 1.5	54 1.7	92 1.6
SELKIRK	14.	4 0.2	18 0.6	22 0.4
VANCOUVER	15	37 1.5	79 2.4	115 2.0
B.C.I.T.	21.	1359 54.8	1440 44.7	2799 49.1
EMILY CARR	22.	18 0.7	39 1.2	56 1.0
JUSTICE	23.	19 0.8	3 0.1	22 0.4
OPEN LEARNING	25.	47 1.9	81 2.5	129 2.3
PACIFIC VOC.	26.	14 0.6	4 0.1	18 0.3
DAVID THOMPSON	31.	4 0.1	9 0.3	12 0.2
SIMON FRASER	32.	123 5.0	161 5.0	284 5.0
	COLUMN TOTAL	2477 43.4	3225 56.6	5702 100.0

(CONTINUED)

Q21	COUNT COL PCT	AGE COLLEGE AGE 1.	ADULT AGE 2.	ROW TOTAL
NORTHWEST	12.	6 0.2	10 0.4	16 0.3
OKANAGAN	13.	46 1.6	45 1.6	91 1.6
SELKIRK	14.	11 0.4	11 0.4	22 0.4
VANCOUVER	15.	51 1.8	63 2.2	114 2.0
B.C.I.T.	21.	1245 43.6	1547 54.6	2792 49.1
EMILY CARR	22.	41 1.4	17 0.6	58 1.0
JUSTICE	23.	4 0.1	18 0.6	22 0.4
OPEN LEARNING	25.	20 0.7	109 3.9	129 2.3
PACIFIC VOC.	26.	14 0.5	4 0.1	18 0.3
DAVID THOMPSON	31.	7 0.3	4 0.1	11 0.2
SIMON FRASER	32.	137 4.8	147 5.2	284 5.0
	COLUMN TOTAL	2856 50.2	2833 49.8	5689 100.0

(CONTINUED)

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[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

TABLE 42 (Continued)

DESIRED LOCATION OF FURTHER EDUCATION AFTER LEAVING PROGRAM, BY SEX AND AGE

(Question 21 - column percentages[a])

Q21	COUNT COL PCT	Q4 MALE 1.	FEMALE 2.	ROW TOTAL
U.B.C.	33.	357	436	793
		14.4	13.5	13.9
U. VICTORIA	34.	53	105	158
		2.1	3.2	2.8
COLUMBIA COLLEGE	41.	1	1	3
		0.1	0.0	0.0
TRINITY WESTERN	44.	2	2	5
		0.1	0.1	0.1
OTHER BC INST.	45.	23	40	63
		0.9	1.2	1.1
ALBERTA	51.	29	42	71
		1.2	1.3	1.3
OTHER CAN.PROV.	52.	66	57	124
		2.7	1.8	2.2
WASH. US	53.	13	9	22
		0.5	0.3	0.4
OTHER US STATES	54.	45	40	85
		1.8	1.2	1.5
OUTSIDE CAN & US	55.	16	35	51
		0.6	1.1	0.9
	COLUMN TOTAL	2477	3225	5702
		43.4	56.6	100.0

Q21	COUNT COL PCT	AGE COLLEGE AGE 1.	ADULT AGE 2.	ROW TOTAL
U.B.C.	33.	520	270	790
		18.2	9.5	13.9
U. VICTORIA	34.	97	60	157
		3.4	2.1	2.8
COLUMBIA COLLEGE	41.	0	3	3
		0.0	0.1	0.0
TRINITY WESTERN	44.	5	0	5
		0.2	0.0	0.1
OTHER BC INST.	45.	34	28	63
		1.2	1.0	1.1
ALBERTA	51.	51	18	69
		1.8	0.6	1.2
OTHER CAN.PROV.	52.	94	31	125
		3.3	1.1	2.2
WASH. US	53.	14	8	22
		0.5	0.3	0.4
OTHER US STATES	54.	58	27	85
		2.0	0.9	1.5
OUTSIDE CAN & US	55.	40	11	51
		1.4	0.4	0.9
	COLUMN TOTAL	2856	2833	5689
		50.2	49.8	100.0

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[a] Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Table 43 provides a cross tabulation of the students' desired location for further education (Question 21) by their current institution attended. Generally, each institution has approximately one-third of its students indicating they would select their current institution. The major exceptions to this are Northern Lights (61.7%), East Kootenay (77.0%), and BCIT (70.6%). Substantially larger percentages of students at New Caledonia (22.8%), Malaspina (26.5%), Capilano (21.0%), and Vancouver (30.5%) indicated a preference for UBC. Students from Kwantlen (41.9%) and Selkirk (27.2%), more so than any other institution, indicated they would seek further education outside of British Columbia.

9. STUDENT COMMENTS ON QUESTIONNAIRES

A section on the Information Sheet was reserved for "comments" on any unspecified topic. A total of 422 students (5%) took the opportunity to respond, a small number compared with the previous cross-sectional follow-up study. However, it must be remembered that the respondents of the current study were just starting their career/technical study and may have felt they had little comment to make at this time.

The topics were widely distributed and the following section refers to issues which received a number of student comments.

1. Many students noted that they were in the process of career change and were apprehensive about the future. Several expressed their need for career counselling and planning, while commenting on the lack of accurate information on these areas in their previous experience.

2. A large number of responses referred to the financial problems created by a return to formal education. The student loan program was viewed by several as inadequate and requiring inappropriate registration qualifications.

TABLE 43

CROSS TABULATION OF SELECTED RESPONSES - DESIRED LOCATION OF FURTHER EDUCATION AFTER LEAVING PROGRAM (QUESTION 21) VERSUS INSTITUTION IN WHICH CURRENTLY ENROLLED

(Row Percentages)

Current Institution	Desired Location (Question 21): N. Lights	Northwest	New Caledonia	Cariboo	Okanagan	E. Kootenay	Selkirk	N. Island	Malaspina	Camosun	Fraser Valley	Capilano	Douglas	Kwantlen	Vancouver	BCIT	Justice	OLI	Emily Carr	PVI	David Thompson	SFU	UBC	U.Vic.	Other B.C.	Other Province	Outside Canada	Total (N)
N. Lights	61.7	0.0	2.1	3.2	1.1	1.1	0.0	0.0	0.0	0.0	0.0	1.1	1.1	0.0	1.1	2.1	0.0	1.1	0.0	0.0	0.0	2.1	3.2	1.1	1.1	16.0	1.1	58
Northwest	0.0	45.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.9	5.7	0.0	0.0	0.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	11.4	8.6	0.0	2.9	0.0	26
New Caledonia	1.1	0.0	23.9	3.3	1.1	0.0	0.0	0.0	1.1	1.1	0.0	0.0	0.0	0.0	0.0	29.3	0.0	1.1	0.0	1.1	0.0	1.1	22.8	5.4	3.3	3.3	1.1	146
Cariboo	0.0	0.0	0.0	36.6	0.5	0.5	0.0	0.0	0.5	0.5	0.0	0.0	1.5	1.5	2.1	4.6	0.0	1.0	1.5	0.0	0.5	4.6	14.4	8.2	4.6	9.8	6.2	150
Okanagan	0.0	0.0	0.3	0.0	34.4	0.0	0.0	0.0	0.3	0.3	0.3	0.6	0.0	0.3	0.9	17.3	0.0	0.9	6.2	0.0	0.0	5.6	12.4	5.6	4.3	7.4	2.4	195
E. Kootenay	0.0	0.0	0.0	0.0	0.0	77.0	0.0	0.0	0.0	1.0	0.0	0.0	1.0	2.0	0.0	5.0	0.0	1.0	0.0	1.0	0.0	2.0	0.0	4.0	1.0	4.0	1.0	68
Selkirk	0.0	0.0	0.0	1.0	3.0	2.0	16.2	0.0	2.0	0.0	0.0	1.0	0.0	0.0	2.0	7.1	0.0	0.0	0.0	0.0	9.1	1.0	14.1	13.1	1.0	24.2	3.0	93
Malaspina	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.6	5.9	0.0	0.0	0.0	0.0	0.0	29.4	0.0	0.0	0.0	2.9	0.0	0.0	26.5	8.8	0.0	2.9	2.9	143
Camosun	0.3	0.0	0.0	0.3	0.3	0.0	0.0	0.0	0.6	39.8	0.0	0.3	0.0	0.0	0.0	11.6	0.0	0.6	1.2	0.0	0.3	2.3	7.3	27.0	1.7	4.1	2.4	262
Fraser Valley	0.0	0.0	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.6	32.9	0.0	6.2	2.5	1.9	16.1	0.6	0.0	1.9	0.0	0.0	15.5	9.9	3.7	1.2	3.7	1.8	99
Capilano	0.0	0.0	0.0	1.2	0.0	0.0	0.0	0.0	0.0	0.6	0.6	35.3	1.2	0.0	1.2	7.2	0.0	0.6	4.2	0.0	0.0	12.6	21.0	1.2	1.2	3.0	8.4	262
Douglas	0.0	0.0	0.4	0.0	0.7	0.4	0.0	0.4	0.4	0.0	2.1	0.4	49.1	11.9	2.5	4.6	0.0	0.0	0.4	0.0	0.0	11.2	10.5	1.4	0.0	2.2	1.4	156
Kwantlen	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.3	0.0	4.7	2.3	25.6	0.0	4.7	0.0	0.0	7.0	0.0	0.0	2.3	7.0	0.0	0.0	16.3	25.6	24
Vancouver	0.0	0.0	0.9	0.3	0.6	0.6	0.0	0.0	0.3	0.9	0.0	2.3	0.6	2.3	13.8	11.4	1.2	0.6	9.4	0.0	0.6	5.3	30.5	3.8	2.1	6.2	6.4	235
BCIT	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.3	0.4	1.0	0.5	0.7	1.6	70.6	0.0	0.2	0.1	0.3	0.0	4.7	13.4	0.7	0.6	2.1	2.3	3638
Justice	0.0	0.0	3.2	0.0	0.0	1.1	0.0	0.0	1.1	8.5	2.1	0.0	9.6	1.1	9.6	2.1	34.0	1.1	0.0	0.0	0.0	9.6	8.5	2.1	3.2	2.1	1.1	50
OLI	1.0	1.6	1.0	4.2	5.8	0.5	2.1	0.5	2.6	3.7	1.6	0.5	0.0	0.0	2.6	6.3	0.0	56.0	0.0	1.0	0.5	1.6	1.6	2.1	1.6	1.5	0.0	213
Total (N)	40	16	45	81	93	63	22	4	47	116	58	139	115	61	116	2812	22	136	59	18	12	285	797	158	63	196	159	5739

3. The Open Learning Institution invoked a number of most appreciative reactions. Evidently, the institution represented the only hope for continuing their formal education for a number of the students.

4 A number of BCIT students regretted the lack of transfer arrangements with UBC and SFU. Several respondents expressed the view that their ambitions to continue their studies were hindered by the lack of transfer credit with senior institutions.

5. Several comments expressed concern with the lack of evening, part-time study opportunity in several institutions. The feeling seemed to be that a full-time requirement for admission to a program was unrealistic, given the limitations imposed by the socio-economic conditions under which many students lived.

6. A large number of individuals were critical of the request for "father's occupation," while ignoring the mothers'. Many students stated that their mother was the primary wage earner and more accurately reflected their socio-economic status.

Finally, many students requested both a copy of the results and an opportunity to respond again at the conclusion of their program.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The study described in this report incorporates data on almost 8,500 students who entered the career/technical programs in post-secondary educational institutions in British Columbia for the first time in September, 1981. While 3,700 of the students in the study entered the college system, 4,800 were enrolled in three of the provincial institutes - the British Columbia Institute of Technology, the Open Learning Institute and the Justice Institute. For the first time, it is possible to make useful comparisons between the characteristics of students entering these two types of non-university institutions. The differences reflect, to some extent, the essential variations in the role and function of the two categories of institution. Specific elaborations on this observation are presented in several of the conclusions which follow.

1. DEMOGRAPHIC CHARACTERISTICS

a) Age, Sex, and Enrolment Status

The demographic profile of career/technical students, produced through the study, identified some interesting aspects. Over two-thirds of the college students were female, as were more than half of the institute students. In fact, only one institution, the Justice Institute, enrolled a majority of males. This proportional breakdown between the sexes indicates a trend away from the situation of ten years ago and invites speculation on the future composition of the workforce.

With respect to age, almost half the students were over 25, with a higher percentage of this age group in the provincial institutes. This observation, and others which follow with respect to student activity prior to enrolment, leads to speculation as to whether the age phenomenon is accidental or created by the specific admission policies of the institutions.

The proportions of full-time and part-time students in the various colleges and institutes showed considerable variation. In some institutions, e.g. Camosun, Kwantlen, New Caledonia, and Selkirk, virtually all of the students were full-time. In others, e.g. Capilano and East Kootenay, part-time students were in the majority. Again, it seems important to question the extent to which admission policies were directly responsible for these variations. Further, such policies, if in place, might well be examined in the light of colleges' traditional commitment to part-time study. While vocational programs may well be restricted to full-time students in view of funding policies, the same constraint is not necessarily valid for career/technical programs.

b) Place of Residence

While the greater majority of college students had been previously resident in the region in which their institution was located, there was evidence that many moved in order to enrol in specific programs. In particular, Selkirk, New Caledonia, Northwest, and Malaspina enrolled students in this latter category. It is important, however, to note that geographic mobility is far more evident in the case of college age students. While 17% of this group moved more than 50 miles from their residence in order to attend college, only 4% of the over 24 year old group did so. While the necessity to reduce program duplication in various institutions is acknowledged, the consequences for older students must be recognized.

In this context, it is interesting to note that B.C.I.T., an institution which claims a provincial mandate, enrols nearly 80% of its students (69% day and 92% night) from the Lower Mainland, hardly a representative sample from the province!

2. SOCIO-ECONOMIC CHARACTERISTICS

A limited attempt was made in this study to determine the socio-economic background of career/technical students. In 1975, comparable data indicated that colleges attracted only a selected sample of the population in socio-economic terms.[1] However, to the extent that these students were less "elitist" than the traditional university segment, the colleges had exerted a democratizing influence on post-secondary education. While valid comparative socio-economic measures are difficult to establish, this study used two traditional socio-economic indicators. In fathers' occupation, 36% of the students acknowledged "managerial-professional," the high status group, as compared with 23% of the B.C. male workforce in that category. In "sales/service" occupations, the comparable figures were 12% for career/technical students and 27% in the workforce.

It is interesting to note that, of the 4,542 students in the study who held full-time positions before enrolling, 19% claimed to have been in managerial-professional positions and 36% in sales/service.

Data on mothers' education, another traditional parameter, showed a similar pattern. While 10.5% of students' mothers had less than Grade 8, the comparable census figure for women over 45 in British Columbia was 23.8%. Similarly, for the university degree level, the figures were 11.5% (students) and 3.5% (B.C. population).

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1. Dennison, J.D., Tunner, A., Jones, G. and Forrester, G.C. The Impact of Community Colleges. Vancouver, British Columbia: B.C. Research. 1975.

On these limited bases, career/technical students are still a non-representative sample of the population and it appears that access to post-secondary study is still somewhat selective. However, it also appears that the college age students came from higher socio-economic levels than adult age students, a factor which suggests a changing profile of educational attainment in successive age groups in the population.

It might be argued that a greater opportunity for part-time, evening study in many career/technical programs would allow for the participation of students from broader socio-economic levels.

3. EDUCATIONAL BACKGROUNDS

Analysis of data regarding the educational background of career/technical students prior to enrolment invites further discussion. Only 10% of these students came directly from secondary school, whereas 74% had been employed in some capacity during the previous year. Once again, it seems reasonable to question whether the low percentage of direct transfers from secondary school programs was coincidental or the clear consequence of admission policies which offered limited access to younger applicants who apply directly from high school.

The educational level of adult age students showed an interesting pattern, i.e. a relatively high percentage (19%) with a university degree. This figure is reflected in the higher educational levels of students enrolling in the provincial institutes. Apparently, the programs in the latter institutions, while employment oriented, also tend to attract a reasonably well-educated student body. This phenomenon may reflect both a prestige factor, as is the case of B.C.I.T. and the Justice Institute, and a high accessibility factor, as with O.L.I.

4. STUDENT PLANS AND OBJECTIVES

a) Current Objectives

As determined in the previous study[2] on this topic, career/technical students fall into two general categories. The first is composed of college age, full-time students seeking a first credential which represents an employable skill. The second category consists of mature, part-time students who hold a variety of jobs and are taking courses which are designed to upgrade their skills and qualifications. While the data suggest that the various institutions accommodate both categories to a greater or lesser degree, there is some question as to whether each group is given adequate consideration in the planning process. Some colleges appear to be concerned primarily with the first category and it is suggested that greater efforts could be directed at meeting the upgrading needs of the workforce in their region. Clearly, institutes like B.C.I.T. attempt to accommodate both groups and the day and evening student populations reflect the differences between them.

Furthermore, it seems useful to speculate on the implications arising from the fact that a huge majority of the students in the study (over 80%) express a desire to continue their education in some form after their current experience. Apparently, the idea of "lifelong learning," is a healthy and vibrant concept in the minds of contemporary students. Even if a reduced proportion actually pursue this goal, the colleges and institutes can be expected to meet the continuing educational needs of a considerable population. Presumably, this factor will become an important ingredient in the long-term planning process and in the establishment of program priorities.

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[2] Jones, G., Forrester, G.C. and Dennison, J. A Follow-Up Study of Career/Technical Students from the British Columbia Community Colleges and Institutes. Vancouver, British Columbia: B.C. Research. August 1981.

b) Reason(s) for Choice of Institution

Another characteristic which distinguished between college and institute functions is related to the students' expressed reasons for selecting their particular institution. College students noted "close to home" as a factor in their choice at twice the frequency reported by institute students. Conversely, "institutional reputation" was a dominant factor for institute students, by twice the percentage chosen by college students. It seems apparent that institutes, with limited and well-defined missions, are able to establish a high public image rather more successfully than colleges which have broader and less finely focused roles.

On the other hand, the colleges, with their emphasis on regional responsibilities, are successfully meeting the challenge of providing education for students who are unable to relocate. Other specific factors such as "program wanted" and "teaching reputation" were given strong support, an encouraging conclusion for institutions seeking to emphasize such qualities. However, "low tuition costs" received only limited response, an interesting observation in the light of its importance for academic students noted in previous studies[3]. Possibly, the latter group of students viewed cost in relation to the university option.

c) Future Plans

As indicated in the observations, career/technical students are clearly job-oriented and expressed a willingness to relocate in seeking employment. However, the large percentage which would pursue further study in another educational institution underlines the ongoing need for efforts to smooth articulation procedures within the post-secondary system. While very limited credit transfer currently exists for the students considering university transfer in electrical/electronics, health, and engineering fields, a large number of students anticipate further study at B.C.I.T. As the system becomes more coordinated in response to fiscal constraints, student movement among institutions will undoubtedly increase - with clear implications for greater articulation!

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[3] Jones, G., Forrester, G.C. and Dennison, J.D. A Follow-Up Study of Non-Transfer Academic Students from the British Columbia Community Colleges. Vancouver, British Columbia: B.C. Research. June 1980.

With respect to anticipated employment prospects, a surprising number of students indicated that they had no idea if and where jobs in their field could be obtained. This observation suggests that much greater and more effective career counselling is needed before students enrol in or commence their program of study. While information on job opportunities does not always serve as a deterrent or incentive to student enrolment, it should provide students with reasonably realistic advice on possible employment opportunities.

5. THE OPEN LEARNING INSTITUTE

The study produced some new and interesting insights into the role of the Open Learning Institute relative to other post-secondary institutions in the province. In several respects, O.L.I. is a "provincial" institution. Only a quarter of its students are resident in the Lower Mainland, as distinct from 80% at B.C.I.T. and 50% at the Justice Institute. The remaining 75% of O.L.I.'s students are scattered throughout the province. Virtually all of its students are part-time, primarily female, and 76% are over the age of 24. By comparison with other institutions, a much higher percentage of O.L.I.'s students are engaged in "full-time household duties." A much higher percentage of its students, again by comparison with other institutions, are concerned with the improvement of existing job skills rather than seeking a new credential. There are indications that O.L.I. students, for a variety of reasons, have no other practical options in their choice of post-secondary educational institution.

While the uniqueness of O.L.I. is undeniable, it is perhaps more appropriate to assess its original mission as a distance learning institution in terms of the student characteristics noted above. With this in mind, it appears reasonable to conclude that O.L.I. has a legitimate claim to the accolade - "mission accomplished!"

6. TOWARD THE NEXT PHASE

Although the conclusions and implications developed from this "entry profile" project are useful, it must be noted that they represent only the first phase of a longitudinal study of career/technical students in the colleges and institutes of British Columbia. For the first time, the progress of students in these programs will be monitored from their initial admission until they have experienced a period of time in the workforce.

While the plans and aspirations of students have been reported here at the time of the students' entry to career/technical programs, it will be important to determine how successfully such goals are realized. In one sense, this assessment will establish the values of the students' educational experience. Many factors, such as withdrawal and persistence rates, successful completion of a full or partial program, the extent and nature of eventual job placement and the isolation of predictive variables in determining student progress, will collectively produce a critical understanding of career/technical education in British Columbia. Just the addition of the next phase in the study, a measure of the pattern of student enrolment applications for career/technical programs, will provide new and important information on the topic.

None of this is possible without a longitudinal phase-by-phase analysis of student progress. The interesting set of conclusions and implications reached in this entry profile are only the beginning.

APPENDIX A
DETAILED SURVEY RESULTS

1. Information Sheet Responses by Type of Institution
2. Career/Technical Programs by Discipline Cluster
3. Selected Verbatim Comments from Students

APPENDIX A.1: INFORMATION SHEET RESPONSES BY TYPE OF INSTITUTION

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INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                              01/26/82

FILE   CTPROF   (CREATION DATE = 01/25/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
   Q3        ENROLMENT STATUS                                    BY  COLINT     COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                  COLINT
          COUNT  I
         COL PCT ICOLLEGES INSTITUT   ROW
                 I         ES         TOTAL
                 I      1.I      2.I
Q3       --------I--------I--------I
              0. I     45 I    135 I    180
                 I    1.5 I    2.4 I    2.1
                -I--------I--------I
              1. I   2244 I   1149 I   3393
  FULL-TIME      I   76.0 I   20.7 I   40.0
                -I--------I--------I
              2. I    662 I   4254 I   4916
  PART-TIME      I   22.4 I   76.8 I   57.9
                -I--------I--------I
          COLUMN     2950     5538     8488
           TOTAL     34.8     65.2    100.0


* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
   Q4        SEX                                                 BY  COLINT     COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                  COLINT
          COUNT  I
         COL PCT ICOLLEGES INSTITUT   ROW
                 I         ES         TOTAL
                 I      1.I      2.I
Q4       --------I--------I--------I
              0. I     17 I     42 I     59
                 I    0.6 I    0.8 I    0.7
                -I--------I--------I
              1  I    947 I   2560 I   3507
  MALE           I   32.1 I   46.2 I   41.3
                -I--------I--------I
              2. I   1987 I   2937 I   4924
  FEMALE         I   67.3 I   53.0 I   58.0
                -I--------I--------I
          COLUMN     2950     5539     8489
           TOTAL     34.8     65.2    100.0
```

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                              01/26/82

FILE   CTPROF   (CREATION DATE = 01/25/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
    Q5         AGE GROUP                                   BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
          COUNT   I
         COL PCT  ICOLLEGES INSTITUT   ROW
                  I         ES         TOTAL
                  I      1.I      2.I
Q5        --------I--------I--------I
              0.  I    25  I    53  I    77
                  I   0.8  I   1.0  I   0.9
                 -I--------I--------I
              1.  I   144  I    73  I   217
 UNDER 18 YEARS   I   4.9  I   1.3  I   2.6
                 -I--------I--------I
              2.  I  1696  I  2407  I  4103
 18 TO 24 YEARS   I  57.5  I  43.5  I  48.3
                 -I--------I--------I
              3.  I   691  I  2118  I  2809
 25 TO 34 YEARS   I  23.4  I  38.2  I  33.1
                 -I--------I--------I
              4.  I   290  I   641  I   931
 35 TO 44 YEARS   I   9.8  I  11.6  I  11.0
                 -I--------I--------I
              5.  I   100  I   243  I   343
 45 TO 64 YEARS   I   3.4  I   4.4  I   4.0
                 -I--------I--------I
              6.  I     5  I     5  I     9
 OVER 64 YEARS    I   0.2  I   0.1  I   0.1
                 -I--------I--------I
          COLUMN     2950     5539     8489
           TOTAL     34.8     65.2    100.0

* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
    Q6         MAJOR ACTIVITY DURING PAST 12 MONTHS        BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
          COUNT   I
         COL PCT  ICOLLEGES INSTITUT   ROW
                  I         ES         TOTAL
                  I      1.I      2.I
Q6        --------I--------I--------I
              0.  I    38  I    38  I    75
                  I   1.3  I   0.7  I   0.9
                 -I--------I--------I
              1.  I   536  I   293  I   829
 STUDENT-SEC.SCH. I  18.2  I   5.3  I   9.8
                 -I--------I--------I
              2.  I   400  I   273  I   673
 STUDENT-POST SEC I  13.6  I   4.9  I   7.9
                 -I--------I--------I
              3.  I    60  I   154  I   215
 STUDENT-UNIV.    I   2.0  I   2.8  I   2.5
                 -I--------I--------I
              4.  I  1005  I  3357  I  4362
 EMPLOYED-FT      I  34.1  I  60.6  I  51.4
                 -I--------I--------I
              5.  I   197  I   205  I   402
 EMPLOYED-PT      I   6.7  I   3.7  I   4.7
                 -I--------I--------I
              6.  I   330  I   862  I  1191
 EMPLOYED+SCHOOL  I  11.2  I  15.6  I  14.0
                 -I--------I--------I
              7.  I   202  I   111  I   313
 FT HOUSEHOLD     I   6.8  I   2.0  I   3.7
                 -I--------I--------I
              8.  I    45  I    41  I    86
 SEEKING JOB      I   1.5  I   0.7  I   1.0
                 -I--------I--------I
              9.  I    29  I    37  I    66
 NOT SEEKING JOB  I   1.0  I   0.7  I   0.8
                  I--------I--------I
            45.*  I   108  I   169  I   277
 EMPLOY-FT OR PT  I   3.7  I   3.0  I   3.3
                 -I--------I--------I
          COLUMN     2950     5539     8489
           TOTAL     34.8     65.2    100.0
```

* Response option 45 is a derived response based on the student's answers to other questions on the Information Sheet whenever question 6 had not been completed by the student.

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INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                       02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   Q7B       MAIN JOB DURING PAST 12 MONTHS                     BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
             COUNT  I
            COL PCT ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I      1.I      2.I
Q7B         --------I--------I--------I
                 0. I   638  I   461  I  1099
                    I  21.6  I   8.3  I  13.0
                   -I--------I--------I
                11. I    10  I    73  I    83
  MANAGEMENT        I   0.3  I   1.3  I   1.0
                   -I--------I--------I
                21  I    51  I   415  I   466
  SCIENCE           I   1.7  I   7.5  I   5.5
                   -I--------I--------I
                23. I   126  I    73  I   199
  SOCIAL SCIENCES   I   4.3  I   1.3  I   2.3
                   -I--------I--------I
                27. I    61  I    71  I   132
  TEACHING          I   2.1  I   1.3  I   1.6
                   -I--------I--------I
                31. I   122  I   204  I   326
  MEDICINE.HEALTH   I   4.1  I   3.7  I   3.8
                   -I--------I--------I
                33. I    39  I    53  I    92
  FINE ARTS         I   1.3  I   1.0  I   1.1
                   -I--------I--------I
                37. I    61  I    36  I    97
  SPORT.RECREATION  I   2.1  I   0.6  I   1.1
                   -I--------I--------I
                41. I   592  I  2030  I  2622
  CLERICAL          I  20.1  I  36.7  I  30.9
                   -I--------I--------I
                51. I   275  I   565  I   840
  SALES             I   9.3  I  10.2  I   9.9
                   -I--------I--------I
                61. I   376  I   442  I   818
  SERVICE           I  12.7  I   8.0  I   9.6
                   -I--------I--------I
                71. I    45  I    43  I    88
  AGRICULTURE       I   1.5  I   0.8  I   1.0
                   -I--------I--------I
                73. I     6  I     8  I    14
  FISH.HUNT.TRAP    I   0.2  I   0.1  I   0.2
                   -I--------I--------I
                75. I    51  I    60  I   111
  FORESTRY.LOGGING  I   1.7  I   1.1  I   1.3
                   -I--------I--------I
                77. I    24  I    22  I    46
  MINING.QUARRYING  I   0.8  I   0.4  I   0.5
                   -I--------I--------I
                82. I    47  I    57  I   104
  PROCESSING        I   1.6  I   1.0  I   1.2
                   -I--------I--------I
                83. I     6  I    41  I    47
  MACHINING         I   0.2  I   0.7  I   0.6
                   -I--------I--------I
                85  I    43  I   146  I   189
  MANUFACTURING     I   1.5  I   2.6  I   2.2
                   -I--------I--------I
                87  I    66  I   213  I   279
  CONSTRUCTION      I   2.2  I   3.8  I   3.3
                   -I--------I--------I
                91. I    70  I   111  I   181
  TRANSPORTATION    I   2.4  I   2.0  I   2.1
                   -I--------I--------I
                95. I    14  I    57  I    72
  OTHER CRAFTS      I   0.5  I   1.0  I   0.8
                   -I--------I--------I
                99. I   225  I   360  I   585
  OTHER             I   7.6  I   6.5  I   6.9
                   -I--------I--------I
             COLUMN     2950     5539     8489
              TOTAL     34.8     65.2    100.0

CHI SQUARE =   814.09430 WITH  21 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =    0.30966
```

Note: The above tabulation includes the No Response option (Code "0"). Immediately following this tabulation the results are repeated excluding the No Responses.

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                                02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
   Q78        MAIN JOB DURING PAST 12 MONTHS                    BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
           COUNT   I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I      1.I      2.I
Q78        --------I--------I--------I
              11.  I   10   I   73   I    83
  MANAGEMENT       I  0.4   I  1.4   I   1.1
                  -I--------I--------I
              21.  I   51   I  415   I   466
  SCIENCE          I  2.2   I  8.2   I   6.3
                  -I--------I--------I
              23.  I  126   I   73   I   199
  SOCIAL SCIENCES  I  5.4   I  1.4   I   2.7
                  -I--------I--------I
              27.  I   61   I   71   I   132
  TEACHING         I  2.6   I  1.4   I   1.8
                  -I--------I--------I
              31.  I  122   I  204   I   326
  MEDICINE,HEALTH  I  5.3   I  4.0   I   4.4
                  -I--------I--------I
              33.  I   39   I   53   I    92
  FINE ARTS        I  1.7   I  1.0   I   1.2
                  -I--------I--------I
              37.  I   61   I   36   I    97
  SPORT,RECREATION I  2.7   I  0.7   I   1.3
                  -I--------I--------I
              41.  I  592   I 2030   I  2622
  CLERICAL         I 25.6   I 40.0   I  35.5
                  -I--------I--------I
              51.  I  275   I  565   I   840
  SALES            I 11.9   I 11.1   I  11.4
                  -I--------I--------I
              61.  I  376   I  442   I   818
  SERVICE          I 16.3   I  8.7   I  11.1
                  -I--------I--------I
              71.  I   45   I   43   I    88
  AGRICULTURE      I  1.9   I  0.8   I   1.2
                  -I--------I--------I
              73.  I    6   I    8   I    14
  FISH,HUNT,TRAP   I  0.3   I  0.2   I   0.2
                  -I--------I--------I
              75.  I   51   I   60   I   111
  FORESTRY,LOGGING I  2.2   I  1.2   I   1.5
                  -I--------I--------I
              77.  I   24   I   22   I    46
  MINING,QUARRYING I  1.0   I  0.4   I   0.6
                  -I--------I--------I
              82.  I   47   I   57   I   104
  PROCESSING       I  2.1   I  1.1   I   1.4
                  -I--------I--------I
              83.  I    6   I   41   I    47
  MACHINING        I  0.3   I  0.8   I   0.6
                  -I--------I--------I
              85.  I   43   I  146   I   189
  MANUFACTURING    I  1.9   I  2.9   I   2.6
                  -I--------I--------I
              87.  I   66   I  213   I   279
  CONSTRUCTION     I  2.9   I  4.2   I   3.8
                  -I--------I--------I
              91.  I   70   I  111   I   181
  TRANSPORTATION   I  3.0   I  2.2   I   2.5
                  -I--------I--------I
              95.  I   14   I   57   I    72
  OTHER CRAFTS     I  0.6   I  1.1   I   1.0
                  -I--------I--------I
              99.  I  225   I  360   I   585
  OTHER            I  9.7   I  7.1   I   7.9
                  -I--------I--------I
           COLUMN    2312     5078     7390
            TOTAL    31.3     68.7    100.0

CHI SQUARE =   538.58277 WITH  20 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =    0.26997

NUMBER OF MISSING OBSERVATIONS =     1097
```

__Note__: Unlike most of the other statistical tables in this report, the above tabulation __excludes__ the No Response option. Only students who responded to this question have been included in the above table. For results which __include__ the No Responses, please refer to the immediately preceding tabulation.

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                                01/26/82

FILE   CTPROF   (CREATION DATE = 01/25/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
   O8        IS JOB RELATED?                                   BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
             COUNT   I
            COL PCT  ICOLLEGES INSTITUT   ROW
                     I         ES         TOTAL
                     I      1.I      2.I
O8          --------I--------I--------I
                  0.  I   281  I   256  I   537
                      I   9.5  I   4.6  I   6.3
                     -I--------I--------I
                  1.  I   241  I   210  I   451
   NA                 I   8.2  I   3.8  I   5.3
                     -I--------I--------I
                  2   I   586  I  1904  I  2490
   DEFINITELY         I  19.9  I  34.4  I  29.3
                     -I--------I--------I
                  3   I   665  I  1816  I  2481
   TO SOME EXTENT     I  22.5  I  32.8  I  29.2
                     -I--------I--------I
                  4   I  1178  I  1352  I  2530
   NOT RELATED        I  39.9  I  24.4  I  29.8
                     -I--------I--------I
            COLUMN      2950     5539     8489
             TOTAL      34.8     65.2    100.0

* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
   O9        RESIDENCE DURING PAST 12 MONTHS                   BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
             COUNT   I
            COL PCT  ICOLLEGES INSTITUT   ROW
                     I         ES         TOTAL
                     I      1.I      2.I
O9          --------I--------I--------I
                  0.  I   123  I   345  I   468
                      I   4.2  I   6.2  I   5.5
                     -I--------I--------I
                  1.  I   106  I    23  I   129
   N.LIGHTS           I   3.6  I   0.4  I   1.5
                     -I--------I--------I
                  2.  I    65  I    51  I   116
   NORTHWEST          I   2.2  I   0.9  I   1.4
                     -I--------I--------I
                  3.  I   178  I    52  I   230
   NEW CAL            I   6.0  I   0.9  I   2.7
                     -I--------I--------I
                  4.  I   191  I    57  I   248
   CARIBOO            I   6.5  I   1.0  I   2.9
                     -I--------I--------I
                  5.  I   295  I    93  I   388
   OKANAGAN           I  10.0  I   1.7  I   4.6
                     -I--------I--------I
                  6   I   111  I    23  I   134
   EAST KOOT          I   3.8  I   0.4  I   1.6
                     -I--------I--------I
                  7.  I    84  I    39  I   123
   SELKIRK            I   2.8  I   0.7  I   1.4
                     -I--------I--------I
                  8.  I    42  I    33  I    75
   N.ISLAND           I   1.4  I   0.6  I   0.9
                     -I--------I--------I
                  9.  I   188  I    50  I   238
   MALASPINA          I   6.4  I   0.9  I   2.8
                     -I--------I--------I
                 10.  I   271  I   119  I   390
   CAMOSUN            I   9.2  I   2.1  I   4.6
                     -I--------I--------I
                 11.  I   146  I   142  I   289
   FR.VALLEY          I   5.0  I   2.6  I   3.4
                     -I--------I--------I
                 12.  I  1010  I  4301  I  5312
   LOWER MAINLAND     I  34.2  I  77.7  I  62.6
                     -I--------I--------I
                 13.  I   107  I   144  I   251
   OTHER PROVINCE     I   3.6  I   2.6  I   3.0
                     -I--------I--------I
                 14.  I    31  I    68  I    99
   OUTSIDE CANADA     I   1.0  I   1.2  I   1.2
                     -I--------I--------I
            COLUMN      2950     5538     8489
             TOTAL      34.8     65.2    100.0
```

```
INFORMATION SHEET RESPONSES. BY TYPE OF INSTITUTION                                  01/26/82

FILE   CTPROF   (CREATION DATE = 01/25/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
   Q10       CHANGE RESIDENCE TO ENROL?                            BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
           COUNT   I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I      1.I      2.I
Q10        --------I--------I--------I
               0.  I    51  I   120  I    171
                   I   1.7  I   2.2  I    2.0
                  -I--------I--------I
               1.  I  2172  I  4953  I   7125
  NO               I  73.6  I  89.4  I   83.9
                  -I--------I--------I
               2.  I   168  I   133  I    301
  YES  <=50 MILES  I   5.7  I   2.4  I    3.5
                  -I--------I--------I
               3.  I   559  I   332  I    891
  YES  >50 MILES   I  19.0  I   6.0  I   10.5
                  -I--------I--------I
           COLUMN     2950     5538      8488
            TOTAL     34.8     65.2     100.0

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
   Q11       OBJECTIVE                                             BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
           COUNT   I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I      1.I      2.I
Q11        --------I--------I--------I
               0.  I   228  I   500  I    728
                   I   7.7  I   9.0  I    8.6
                  -I--------I--------I
               1.  I   963  I   922  I   1885
  QUALIFY FOR JOB  I  32.7  I  16.6  I   22.2
                  -I--------I--------I
               2.  I   262  I   836  I   1098
  COMPLETE CERT.   I   8.9  I  15.1  I   12.9
                  -I--------I--------I
               3.  I   431  I  1731  I   2162
  IMPROVE SKILLS   I  14.6  I  31.3  I   25.5
                  -I--------I--------I
               4.  I   580  I   769  I   1350
  DECIDE ON CAREER I  19.7  I  13.9  I   15.9
                  -I--------I--------I
               5.  I    11  I    50  I     61
  STUDY TIL JOB AV I   0.4  I   0.9  I    0.7
                  -I--------I--------I
               6.  I   263  I   433  I    696
  PERSONL INTEREST I   8.9  I   7.8  I    8.2
                  -I--------I--------I
               7.  I   108  I   102  I    210
  TRANSF TO TECH.  I   3.7  I   1.8  I    2.5
                  -I--------I--------I
               8.  I    83  I    61  I    144
  TRANSF TO UNIV.  I   2.8  I   1.1  I    1.7
                  -I--------I--------I
               9.  I    21  I   133  I    154
  REQUIRED BY JOB  I   0.7  I   2.4  I    1.8
                  -I--------I--------I
           COLUMN     2950     5539      8489
            TOTAL     34.8     65.2     100.0
```

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                          01/26/82

FILE   CTPROF   (CREATION DATE = 01/25/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
   Q12      EDUCATIONAL GOAL                                BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
             COUNT  I
           COL PCT  ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I      1.I      2.I
Q12         --------I--------I--------I
                 0.  I    59  I   164  I    223
                     I   2.0  I   3.0  I    2.6
                    -I--------I--------I
                 1.  I   197  I  1100  I   1298
  TAKE 1-2 COURSES I   6.7  I  19.9  '   15.3
                    -I--------I--------I
                 2   I   319  I   842  I   1161
  BACKGR. COURSES  I  10.8  I  15.2  I   13.7
                    -I--------I--------I
                 3.  I   359  I  2161  I   2520
  COMPLET-PT BASIS I  12.2  I  39.0  I   29.7
                    -I--------I--------I
                 4.  I  1970  I  1136  I   3106
  COMPLET-FT BASIS I  66.8  I  20.5  I   36.6
                    -I--------I--------I
                 5.  I    48  I   136  I    183
  COMPL-WORK STUDY I   1.6  I   2.5  I    2.2
                    -I--------I--------I
            COLUMN     2950     5539     8489
             TOTAL     34.8     65.2    100.0

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
   Q13      BROAD GOALS FOR POST-SECONDARY EDUCATION      BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
             COUNT  I
           COL PCT  ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I      1.I      2.I
Q13         --------I--------I--------I
                 0.  I   103  I   253  I    356
                     I   3.5  I   4.6  I    4.2
                    -I--------I--------I
                 1.  I  2409  I  4115  I   6524
  VOC. SKILLS        I  81.7  I  74.3  I   76.9
                    -I--------I--------I
                 2.  I   248  I   712  I    960
  CRITICAL THINKG    I   8.4  I  12.9  I   11.3
                    -I--------I--------I
                 3.  I    12  I    13  I     25
  EMOTIONAL ADJ.     I   0.4  I   0.2  I    0.3
                    -I--------I--------I
                 4.  I   177  I   446  I    623
  BROAD OUTLOOK      I   6.0  I   8.1  I    7.3
                    -I--------I--------I
            COLUMN     2950     5539     8489
             TOTAL     34.8     65.2    100.0
```

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                                01/26/82

FILE   CTPROF   (CREATION DATE = 01/25/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
   Q14.1     CHOICE OF INSTITUTION                     * 16 BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
             COUNT  I
           COL PCT  ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I      1.I      2.I
Q14.1      *... -----I---------I---------I
                0.  I 42773   I 81966   I124738
                    I  85.4   I  87.7   I  86.9
                   -I---------I---------I
                1.  I   656   I  1394   I  2050
  TEACH REPUTATION  I   1.3   I   1.5   I   1.4
                   -I---------I---------I
                2.  I   785   I  2914   I  3699
  INST.REPUTATION   I   1.6   I   3.1   I   2.6
                   -I---------I---------I
                3.  I   683   I   375   I  1058
  LOW TUITION       I   1.4   I   0.4   I   0.7
                   -I---------I---------I
                4.  I  1757   I  1756   I  3513
  CLOSE TO HOME     I   3.5   I   1.9   I   2.4
                   -I---------I---------I
                5.  I   201   I   254   I   454
  FRIEND GOING      I   0.4   I   0.3   I   0.3
                   -I---------I---------I
                6.  I   184   I    93   I   277
  FINANCIAL AID     I   0.4   I   0.1   I   0.2
                   -I---------I---------I
                7.  I   235   I   473   I   708
  INTELLECTUAL ENV  I   0.5   I   0.5   I   0.5
                   -I---------I---------I
                8.  I   252   I   246   I   498
  GOOD PHY. FAC.    I   0.5   I   0.3   I   0.3
                   -I---------I---------I
                9.  I   180   I   135   I   315
  PARENTAL ADVICE   I   0.4   I   0.1   I   0.2
                   -I---------I---------I
               10.  I    50   I    94   I   144
  SPOUSE ADVICE     I   0.1   I   0.1   I   0.1
                   -I---------I---------I
               11.  I   252   I   187   I   439
  SEC.TEACHER ADV   I   0.5   I   0.2   I   0.3
                   -I---------I---------I
               12.  I   770   I  1453   I  2224
  PROGRAM WANTED    I   1.5   I   1.6   I   1.5
                   -I---------I---------I
               13.  I   107   I   334   I   441
  UNABLE TRAD.INST  I   0.2   I   0.4   I   0.3
                   -I---------I---------I
               14.  I    41   I   334   I   375
  SENT BY EMPLOYR   I   0.1   I   0.4   I   0.3
                   -I---------I---------I
               15.  I    75   I    49   I   124
  REJ.BY 1ST INST   I   0.1   I   0.1   I   0.1
                   -I---------I---------I
               16.  I   431   I   555   I   986
  LOCAL EMPLOYMENT  I   0.9   I   0.6   I   0.7
                   -I---------I---------I
               17.  I   630   I   849   I  1479
  INST WAS THERE    I   1.3   I   0.9   I   1.0
                   -I---------I---------I
            COLUMN     50062     93459    143521
             TOTAL      34.9      65.1     100.0

NUMBER OF MISSING OBSERVATIONS =     747

* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
   Q14R      NO. RESPONDENTS TO Q14                       BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
             COUNT  I
           COL PCT  ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I      1.I      2.I
Q14R        --------I---------I---------I
                0.  I    45   I   130   I   174
  NO RESPONSE       I   1.5   I   2.3   I   2.1
                   -I---------I---------I
                1.  I  2906   I  5408   I  8313
  SOME RESPONSE     I  98.5   I  97.7   I  97.9
                   -I---------I---------I
            COLUMN      2950      5537      8488
             TOTAL      34.8      65.2     100.0
```

*Question 14 is a multiple response item in which more than one response option can be checked by the respondent. In this cross-tabulation of Question 14 the column percentages shown are based on the total number of respondent/response options (i.e. # respondents X 17 response options) rather than the actual number of respondents. Thus to convert these column percentages to <u>respondent-based</u> percentages the quoted figures should be multiplied by a factor of 17. For example, a total of 2,050 responses to option 1 (Teaching Reputation) were recorded by the 8,488 respondents. This gives a <u>respondent-based</u> percentage of 24% which is the same as 17 X 1.4 (the quoted column percent).

```
INFORMATION SHEET RESPONSES. BY TYPE OF INSTITUTION                                01/26/82

FILE   CTPROF   (CREATION DATE = 01/25/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE
* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   Q16.1      INDIVIDUALS INFLUENCING PROGRAM CHOICE  + 11 BY  COLINT     COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                       COLINT
              COUNT  I
            COL PCT  ICOLLEGES INSTITUT   ROW
                     I         ES         TOTAL
                     I      1.I      2.I
Q16.1     *...  -----I--------I--------I
                  0. I 30281  I 58531  I 88812
                     I  85.7  I  88.1  I  87.3
                    -I--------I--------I
                  1. I  2600  I  4587  I  7187
  MY DECISION        I   7.4  I   6.9  I   7.1
                    -I--------I--------I
                  2. I   527  I   393  I   920
  PARENT-GUARDIAN    I   1.5  I   0.6  I   0.9
                    -I--------I--------I
                  3. I   203  I   309  I   512
  SPOUSE             I   0.6  I   0.5  I   0.5
                    -I--------I--------I
                  4  I   259  I   232  I   491
  RELATIVES          I   0.7  I   0.3  I   0.5
                    -I--------I--------I
                  5. I   461  I   596  I  1057
  FRIEND             I   1.3  I   0.9  I   1.0
                    -I--------I--------I
                  6  I   152  I    75  I   228
  SEC.TEACHER        I   0.4  I   0.1  I   0.2
                    -I--------I--------I
                  7. I   141  I    95  I   236
  SEC.COUNSELLOR     I   0.4  I   0.1  I   0.2
                    -I--------I--------I
                  8  I   190  I   171  I   361
  POST-SEC.COUNSEL   I   0.5  I   0.3  I   0.4
                    -I--------I--------I
                  9. I   103  I    79  I   182
  OTHER COUNSELLOR   I   0.3  I   0.1  I   0.2
                    -I--------I--------I
                 10. I    81  I    71  I   152
  POST-SEC.STUDENT'  I   0.2  I   0.1  I   0.2
                    -I--------I--------I
                 11. I   209  I  1050  I  1259
  EMPLOYER           I   0.6  I   1.6  I   1.2
                    -I--------I--------I
                 12. I   131  I   229  I   360
  OTHER              I   0.4  I   0.3  I   0.4
                    -I--------I--------I
             COLUMN    35339    66419   101758
              TOTAL     34.7     65.3    100.0

CHI SQUARE =   804.62183 WITH  12 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =    0.08892

NUMBER OF MISSING OBSERVATIONS =       79


* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   Q16R      NO. RESPONDENTS TO Q16                                BY  COLINT     COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                       COLINT
              COUNT  I
            COL PCT  ICOLLEGES INSTITUT   ROW
                     I         ES         TOTAL
                     I      1.I      2.I
Q16R        ---------I--------I--------I
                  0. I    37  I    87  I   124
  NO RESPONSE        I   1.3  I   1.6  I   1.5
                    -I--------I--------I
                  1. I  2913  I  5450  I  8363
  SOME RESPONSE      I  98.7  I  98.4  I  98.5
                    -I--------I--------I
             COLUMN     2950     5537     8487
              TOTAL     34.8     65.2    100.0

CORRECTED CHI SQUARE =     1.13165     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.2874
PHI =    0.01258
```

*Question 16 is a multiple response item in which more than one response option can be checked by the respondent. In this cross-tabulation of Question 16 the column percentages shown are based on the total number of respondent/response options (i.e. # respondents X 12 response options) rather than the actual number of respondents. Thus to convert these column percentages to <u>respondent-based</u> percentages the quoted figures should be multiplied by a factor of 12. For example, a total of 7,187 responses to option 1 (My Decision) were recorded by the 8,487 respondents. This gives a <u>respondent-based</u> percentage of 85% which is the same as 12 X 7.1 (the quoted column percent).

```
INFORMATION SHEET RESPONSES. BY TYPE OF INSTITUTION                        01/26/82

FILE   CTPROF   (CREATION DATE = 01/25/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE
* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
   Q17       WAS PROGRAM FIRST CHOICE?                          BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
           COUNT   I
           COL PCT ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I       1.I      2.I
Q17        --------I--------I--------I
              0.   I    44  I   140  I    185
                   I   1.5  I   2.5  I    2.2
                  -I--------I--------I
              1.   I  2437  I  4422  I   6860
  YES              I  82.6  I  79.9  I   80.8
                  -I--------I--------I
              2.   I   450  I   812  I   1261
  NO               I  15.2  I  14.7  I   14.9
                  -I--------I--------I
              3.   I    19  I   164  I    182
  REQUIRED BY JOB  I   0.6  I   3.0  I    2.1
                  -I--------I--------I
           COLUMN     2950     5538      8488
            TOTAL     34.8     65.2     100.0

CHI SQUARE =     59.93694 WITH   3 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.08403


* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
   Q18       HIGHEST EDUCATION COMPLETED                        BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
           COUNT   I
           COL PCT ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I       1.I      2.I
Q18        --------I--------I--------I
              0.   I   140  I   268  I    408
                   I   4.8  I   4.8  I    4.8
                  -I--------I--------I
              1.   I   163  I   264  I    428
  GRADE 11 OR LESS I   5.5  I   4.8  I    5.0
                  -I--------I--------I
              2.   I  1520  I  2213  I   3733
  GRADE 12         I  51.5  I  40.0  I   44.0
                  -I--------I--------I
              3.   I   154  I   196  I    350
  COLL.PREPARATORY I   5.2  I   3.5  I    4.1
                  -I--------I--------I
              4.   I    48  I   182  I    229
  EQUIV. TO GR.12  I   1.6  I   3.3  I    2.7
                  -I--------I--------I
              5.   I   749  I  1666  I   2415
  SOME POST-SEC    I  25.4  I  30.1  I   28.4
                  -I--------I--------I
              6.   I   138  I   631  I    769
  BACHELOR DEGREE  I   4.7  I  11.4  I    9.1
                  -I--------I--------I
              7.   I    38  I   119  I    157
  POST-GRAD.DEGREE I   1.3  I   2.1  I    1.8
                  -I--------I--------I
           COLUMN     2950     5539      8489
            TOTAL     34.8     65.2     100.0

CHI SQUARE =    211.02516 WITH   7 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =     0.15767
```

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                                   01/26/82

FILE   CTPROF   (CREATION DATE = 01/25/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE
* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
   Q19.1      EDUCATION PLANS                                  * 4 BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
          COUNT   I
        COL PCT   ICOLLEGES INSTITUT   ROW
                  I         ES         TOTAL
                  I      1.I      2.I
Q19.1    *... -----I--------I--------I
             0.   I  11131 I  20917 I  32048
                  I   75.6 I   75.6 I   75.6
                 -I--------I--------I
             1.   I   1538 I   3424 I   4962
  EDUC.IN MY FIELD I   10.4 I   12.4 I   11.7
                 -I--------I--------I
             2.   I   1109 I   1567 I   2676
  COURSE IN FIELD I    7.5 I    5.7 I    6.3
                 -I--------I--------I
             3    I    439 I   1157 I   1596
  EDUC.OTHER FIELD I    3.0 I    4.2 I    3.8
                 -I--------I--------I
             4.   I    384 I    497 I    881
  GENERAL INTEREST I    2.6 I    1.8 I    2.1
                 -I--------I--------I
             5.   I    131 I    122 I    253
  NO MORE TRAINING I    0.9 I    0.4 I    0.6
                 -I--------I--------I
          COLUMN     14731    27684    42415
           TOTAL      34.7     65.3    100.0

CHI SQUARE =    183.20139 WITH   5 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =    0.06572

NUMBER OF MISSING OBSERVATIONS =      16

* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
   Q19R      NO. RESPONDENTS TO Q19                              BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
          COUNT   I
        COL PCT   ICOLLEGES INSTITUT   ROW
                  I         ES         TOTAL
                  I      1.I      2.I
Q19R     --------I--------I--------I
             0.   I     75 I    106 I    181
  NO RESPONSE     I    2.5 I    1.9 I    2.1
                 -I--------I--------I
             1.   I   2875 I   5431 I   8307
  SOME RESPONSE   I   97.5 I   98.1 I   97.9
                 -I--------I--------I
          COLUMN      2950     5537     8488
           TOTAL      34.8     65.2    100.0

CORRECTED CHI SQUARE =     3.26520    WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0708
PHI =    0 02047
```

*Question 19 is a multiple response item in which more than one response option can be checked by the respondent. In this cross-tabulation of Question 19 the column percentages shown are based on the total number of respondent/response options (i.e. # respondents X 5 response options) rather than the actual number of respondents. Thus to convert these column percentages to respondent-based percentages the quoted figures should be multiplied by a factor of 5. For example, a total of 4,962 responses to option 1 (Education in my Field) were recorded by the 8,488 respondents. This gives a respondent-based percentage of 58% which is the same as 5 X 11.7 (the quoted column percent).

```
INFORMATION SHEET RESPONSES. BY TYPE OF INSTITUTION                        01/26/82

FILE   CTPROF   (CREATION DATE = 01/25/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
    Q20       PLAN AFTER COMPLETING PROGRAM                 BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                         COLINT
                 COUNT  I
               COL PCT  ICOLLEGES INSTITUT   ROW
                        I          ES        TOTAL
                        I      1.I      2.I
Q20             --------I--------I--------I
                     0. I   117  I   301  I   418
                        I   4.0  I   5.4  I   4.9
                       -I--------I--------I
                     1. I   184  I  1311  I  1495
   CONTINUE MY JOB      I   6.2  I  23.7  I  17.6
                       -I--------I--------I
                     2. I    33  I    40  I    72
   OBTAIN FT JOB        I   1.1  I   0.7  I   0.9
                       -I--------I--------I
                     3  I   116  I   130  I   245
   WORK OR STUDY        I   3.9  I   2.3  I   2.9
                       -I--------I--------I
                     4. I   211  I  1103  I  1314
   WORK & STUDY         I   7.2  I  19.9  I  15.5
                       -I--------I--------I
                     5. I   127  I   135  I   263
   STUDY FULL-TIME      I   4.3  I   2.4  I   3.1
                       -I--------I--------I
                     6. I    15  I    16  I    31
   FT HOUSEHOLD         I   0.5  I   0.3  I   0.4
                       -I--------I--------I
                     7. I   113  I   165  I   278
   NO DEFINITE PLAN     I   3.8  I   3.0  I   3.3
                       -I--------I--------I
                     8. I    45  I    89  I   134
   OTHER                I   1.5  I   1.6  I   1.6
                       -I--------I--------I
                     9* I  1990  I  2249  I  4239
                        I  67.5  I  40.6  I  49.9
                       -I--------I--------I
                COLUMN     2950     5539     8489
                 TOTAL     34.8     65.2    100.0

CHI SQUARE =   870.21899 WITH   9 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =    0.32017
```

* This response option is a derived response based on the student's answers to other questions on the Information Sheet whenever Question 20 has not been completed by the student. Unfortunately, a data editing error during the processing of returns for Douglas College caused the "derived response 9" to be generated for some students even though they had already responded to Question 20. It was not possible to correct this processing error for the Douglas College returns.

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                                    02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
   Q21        FUTURE INSTITUTION                                  BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                   COLINT
           COUNT  I
          COL PCT ICOLLEGES INSTITUT   ROW
                  I          ES        TOTAL
                  I      1.I      2.I
Q21       --------I--------I--------I
               0. I  1112  I  1638  I  2750
                  I  37.7  I  29.6  I  32.4
                 -I--------I--------I
               1. I    95  I    23  I   118
  CAMOSUN         I   3.2  I   0.4  I   1.4
                 -I--------I--------I
               2. I   103  I    36  I   139
  CAPILANO        I   3.5  I   0.7  I   1.6
                 -I--------I--------I
               3  I    68  I    13  I    81
  CARIBOO         I   2.3  I   0.2  I   1.0
                 -I--------I--------I
               4. I    92  I    23  I   115
  DOUGLAS         I   3.1  I   0.4  I   1.4
                 -I--------I--------I
               5. I    57  I     6  I    63
  EAST KOOTENAY   I   1.9  I   0.1  I   0.7
                 -I--------I--------I
               6. I    40  I    18  I    58
  FRASER VALLEY   I   1.3  I   0.3  I   0.7
                 -I--------I--------I
               7. I    37  I    24  I    61
  KWANTLEN        I   1.3  I   0.4  I   0.7
                 -I--------I--------I
               8. I    36  I    11  I    47
  MALASPINA       I   1.2  I   0.2  I   0.6
                 -I--------I--------I
               9  I    39  I     6  I    45
  NEW CALEDONIA   I   1.3  I   0.1  I   0.5
                 -I--------I--------I
              10. I    38  I     2  I    40
  NORTHERN LIGHTS I   1.3  I   0.0  I   0.5
                 -I--------I--------I
              11. I     1  I     3  I     4
  NORTH ISLAND    I   0.0  I   0.1  I   0.0
                 -I--------I--------I
              12  I    12  I     4  I    16
  NORTHWEST       I   0.4  I   0.1  I   0.2
                 -I--------I--------I
              13. I    76  I    17  I    93
  OKANAGAN        I   2.6  I   0.3  I   1.1
                 -I--------I--------I
              14. I    15  I     7  I    22
  SELKIRK         I   0.5  I   0.1  I   0.3
                 -I--------I--------I
              15. I    48  I    68  I   116
  VANCOUVER       I   1.6  I   1.2  I   1.4
                 -I--------I--------I
              21  I   229  I  2584  I  2812
  B.C.I.T         I   7.8  I  46.6  I  33.1
                 -I--------I--------I
              22. I    54  I     5  I    59
  EMILY CARR      I   1.8  I   0.1  I   0.7
                 -I--------I--------I
              23  I     3  I    19  I    22
  JUSTICE         I   0.1  I   0.3  I   0.3
                 -I--------I--------I
              25. I    10  I   126  I   136
  OPEN LEARNING   I   0.3  I   2.3  I   1.6
                 -I--------I--------I
              26. I     6  I    12  I    18
  PACIFIC VOC     I   0.2  I   0.2  I   0.2
                 -I--------I--------I
              31  I    11  I     1  I    12
  DAVID THOMPSON  I   0.4  I   0.0  I   0.1
                 -I--------I--------I
           COLUMN    2950     5539     8489
            TOTAL    34.8     65.2    100.0
(CONTINUED)
```

<u>Note</u>: The above tabulation <u>includes</u> the No Response option (Code "0"). Immediately following this tabulation the results are repeated <u>excluding</u> the No Responses.

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                                  02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   Q21        FUTURE INSTITUTION                              BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                  COLINT
         COUNT   I
        COL PCT  ICOLLEGES INSTITUT   ROW
                 I         ES         TOTAL
                 I      1.I      2.I
Q21      --------I--------I--------I
             32. I   106  I   179  I   285
  SIMON FRASER   I   3.6  I   3.2  I   3.4
                -I--------I--------I
             33. I   303  I   494  I   797
  U.B.C.         I  10.3  I   8.9  I   9.4
                -I--------I--------I
             34. I   129  I    29  I   158
  U. VICTORIA    I   4.4  I   0.5  I   1.9
                -I--------I--------I
             41. I     0  I     3  I     3
  COLUMBIA COLLEGE I 0.0  I   0.0  I   0.0
                -I--------I--------I
             44  I     5  I     0  I     5
  TRINITY WESTERN I  0.2  I   0.0  I   0.1
                -I--------I--------I
             45. I    35  I    28  I    63
  OTHER BC INST. I   1.2  I   0.5  I   0.7
                -I--------I--------I
             51  I    53  I    18  I    71
  ALBERTA        I   1.8  I   0.3  I   0.8
                -I--------I--------I
             52. I    61  I    64  I   125
  OTHER CAN.PROV. I  2.1  I   1.2  I   1.5
                -I--------I--------I
             53. I    14  I     8  I    22
  WASH  US       I   0.5  I   0.1  I   0.3
                -I--------I--------I
             54. I    36  I    49  I    85
  OTHER US STATES I  1.2  I   0.9  I   1.0
                -I--------I--------I
             55. I    25  I    27  I    52
  OUTSIDE CAN & US I 0.8  I   0.5  I   0.6
                -I--------I--------I
          COLUMN    2950     5539     8489
           TOTAL    34.8     65.2    100.0

CHI SQUARE =  2127.51685 WITH  32 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =    0.50061
```

Note: The above tabulation includes the No Response option (Code "0"). Immediately following this tabulation the results are repeated excluding the No Responses.

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                          02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * * *
   Q21      FUTURE INSTITUTION                                BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                        COLINT
                COUNT  I
              COL PCT  ICOLLEGES INSTITUT   ROW
                       I         ES         TOTAL
                       I      1.I      2.I
Q21            --------I--------I--------I
                    1.  I    96  I    20  I   116
  CAMOSUN               I   5.2  I   0.5  I   2.0
                       -I--------I--------I
                    2.  I   103  I    36  I   139
  CAPILANO              I   5.6  I   0.9  I   2.4
                       -I--------I--------I
                    3   I    68  I    13  I    81
  CARIBOO               I   3.7  I   0.3  I   1.4
                       -I--------I--------I
                    4.  I    92  I    23  I   115
  DOUGLAS               I   5.0  I   0.6  I   2.0
                       -I--------I--------I
                    5   I    57  I     5  I    62
  EAST KOOTENAY         I   3.1  I   0.1  I   1.1
                       -I--------I--------I
                    6.  I    40  I    18  I    58
  FRASER VALLEY         I   2.2  I   0.5  I   1.0
                       -I--------I--------I
                    7.  I    37  I    24  I    61
  KWANTLEN              I   2.0  I   0.6  I   1.1
                       -I--------I--------I
                    8   I    37  I    11  I    47
  MALASPINA             I   2.0  I   0.3  I   0.8
                       -I--------I--------I
                    9   I    39  I     5  I    44
  NEW CALEDONIA         I   2.1  I   0.1  I   0.8
                       -I--------I--------I
                   10.  I    38  I     2  I    40
  NORTHERN LIGHTS       I   2.1  I   0.1  I   0.7
                       -I--------I--------I
                   11.  I     1  I     3  I     4
  NORTH ISLAND          I   0.0  I   0.1  I   0.1
                       -I--------I--------I
                   12.  I    12  I     4  I    16
  NORTHWEST             I   0.6  I   0.1  I   0.3
                       -I--------I--------I
                   13.  I    76  I    17  I    93
  OKANAGAN              I   4.1  I   0.4  I   1.6
                       -I--------I--------I
                   14.  I    15  I     7  I    22
  SELKIRK               I   0.8  I   0.2  I   0.4
                       -I--------I--------I
                   15.  I    48  I    68  I   116
  VANCOUVER             I   2.6  I   1.7  I   2.0
                       -I--------I--------I
                   21.  I   229  I  2584  I  2812
  B C I.T               I  12.5  I  66.2  I  49.0
                       -I--------I--------I
                   22.  I    54  I     5  I    59
  EMILY CARR            I   2.9  I   0.1  I   1.0
                       -I--------I--------I
                   23.  I     3  I    19  I    22
  JUSTICE               I   0.2  I   0.5  I   0.4
                       -I--------I--------I
                   25.  I    10  I   126  I   136
  OPEN LEARNING         I   0.5  I   3.2  I   2.4
                       -I--------I--------I
                   26.  I     6  I    12  I    18
  PACIFIC VOC           I   0.4  I   0.3  I   0.3
                       -I--------I--------I
                   31.  I    11  I     1  I    12
  DAVID THOMPSON        I   0.6  I   0.0  I   0.2
                       -I--------I--------I
                   32.  I   106  I   179  I   285
  SIMON FRASER          I   5.8  I   4.6  I   5.0
                       -I--------I--------I
               COLUMN      1838     3901     5739
                TOTAL      32.0     68.0    100.0
(CONTINUED)
```

Note: Unlike most of the other statistical tables in this report, the above tabulation excludes the No Response option. Only students who responded to this question have been included in the above table. For results which include the No Responses, please refer to the immediately preceding tabulation.

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                              02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
   Q21       FUTURE INSTITUTION                                BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
            COUNT  I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I      1.I      2.I
Q21       ---------I--------I--------I
              33.  I   303  I   494  I    797
  U.B.C.           I  16.5  I  12.7  I   13.9
                  -I--------I--------I
              34.  I   129  I    29  I    158
  U. VICTORIA      I   7.0  I   0.7  I    2.8
                  -I--------I--------I
              41.  I     0  I     3  I      3
  COLUMBIA COLLEGE I   0.0  I   0.1  I    0.0
                  -I--------I--------I
              44.  I     5  I     0  I      5
  TRINITY WESTERN  I   0.3  I   0.0  I    0.1
                  -I--------I--------I
              45.  I    35  I    28  I     63
  OTHER BC INST.   I   1.9  I   0.7  I    1.1
                  -I--------I--------I
              51.  I    53  I    18  I     71
  ALBERTA          I   2.9  I   0.5  I    1.2
                  -I--------I--------I
              52.  I    61  I    64  I    125
  OTHER CAN.PROV.  I   3.3  I   1.6  I    2.2
                  -I--------I--------I
              53.  I    14  I     8  I     22
  WASH. US         I   0.8  I   0.2  I    0.4
                  -I--------I--------I
              54.  I    36  I    49  I     85
  OTHER US STATES  I   2.0  I   1.2  I    1.5
                  -I--------I--------I
              55.  I    25  I    27  I     52
  OUTSIDE CAN & US I   1.4  I   0.7  I    0.9
                  -I--------I--------I
           COLUMN     1838     3901     5739
            TOTAL     32.0     68.0    100.0

CHI SQUARE =  2155.55861 WITH  31 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.61284

NUMBER OF MISSING OBSERVATIONS =     2747
```

__Note__: Unlike most of the other statistical tables in this report, the above tabulation __excludes__ the No Response option. Only students who responded to this question have been included in the above table. For results which __include__ the No Responses, please refer to the immediately preceding tabulation.

```
* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
   Q22       JOB OPPORTUNITIES                                BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
             COUNT  I
           COL PCT  ICOLLEGES INSTITUT    ROW
                    I          ES         TOTAL
                    I      1.I      2.I
Q22         --------I--------I--------I
                 0  I   997  I  3328  I   4324
                    I  33.8  I  60.1  I   50.9
                   -I--------I--------I
                 1. I   988  I  1167  I   2155
  AVAIL OWN AREA    I  33.5  I  21.1  I   25.4
                   -I--------I--------I
                 2. I   223  I   177  I    400
  AVAIL OTHER BC    I   7.6  I   3.2  I    4.7
                   -I--------I--------I
                 3. I    49  I    45  I     94
  SCARCE IN BC      I   1.7  I   0.8  I    1.1
                   -I--------I--------I
                 4  I   105  I    67  I    172
  SCARCE EVERYWHER  I   3.6  I   1.2  I    2.0
                   -I--------I--------I
                 5  I   588  I   756  I   1344
  NO INFORMATION    I  19.9  I  13.6  I   15.8
                   -I--------I--------I
            COLUMN     2950     5539      8489
             TOTAL     34.8     65.2     100.0

CHI SQUARE =   569.66359 WITH   5 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =     0.25905
```

Note: The above tabulation includes the No Response option (Code "0"). Immediately following this tabulation the results are repeated excluding the No Responses.

```
* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
   Q22       JOB OPPORTUNITIES                                BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
             COUNT  I
           COL PCT  ICOLLEGES INSTITUT    ROW
                    I          ES         TOTAL
                    I      1.I      2.I
Q22         --------I--------I--------I
                 1. I   988  I  1167  I   2155
  AVAIL OWN AREA    I  50.6  I  52.8  I   51.7
                   -I--------I--------I
                 2. I   223  I   177  I    400
  AVAIL OTHER BC    I  11.4  I   8.0  I    9.6
                   -I--------I--------I
                 3. I    49  I    45  I     94
  SCARCE IN BC      I   2.5  I   2.0  I    2.3
                   -I--------I--------I
                 4. I   105  I    67  I    172
  SCARCE EVERYWHER  I   5.4  I   3.0  I    4.1
                   -I--------I--------I
                 5. I   588  I   756  I   1344
  NO INFORMATION    I  30.1  I  34.2  I   32.3
                   -I--------I--------I
            COLUMN     1954     2211      4165
             TOTAL     46.9     53.1     100.0

CHI SQUARE =    33.67778 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.08993

NUMBER OF MISSING OBSERVATIONS =    4322
```

Note: Unlike most of the other statistical tables in this report, the above tabulation excludes the No Response option. Only students who responded to this question have been included in the above table. For results which include the No Responses, please refer to the immediately preceding tabulation.

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                              02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
   023       LOCATION OF JOB                                    BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                   COLINT
            COUNT  I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I      1.I      2.I
023        --------I--------I--------I
               0.  I  1090  I  3394  I  4483
                   I  36.9  I  61.3  I  52.8
                  -I--------I--------I
               1.  I    65  I    11  I    76
  PEACE R. & NE BC I   2.2  I   0.2  I   0.9
                  -I--------I--------I
               2.  I    72  I    38  I   110
  NORTHWEST BC     I   2.4  I   0.7  I   1.3
                  -I--------I--------I
               3.  I    21  I    13  I    34
  CENTRAL COAST    I   0.7  I   0.2  I   0.4
                  -I--------I--------I
               4.  I   202  I    79  I   282
  OKANAGAN         I   6.8  I   1.4  I   3.3
                  -I--------I--------I
               5.  I    96  I    32  I   128
  KOOTENAYS        I   3.2  I   0.6  I   1.5
                  -I--------I--------I
               6.  I   199  I    66  I   265
  CENTRAL BC       I   6.8  I   1.2  I   3.1
                  -I--------I--------I
               7.  I   374  I   133  I   508
  VANCOUVER ISLAND I  12.7  I   2.4  I   6.0
                  -I--------I--------I
               8.  I   605  I  1551  I  2156
  LOWER MAINLAND   I  20.5  I  28.0  I  25.4
                  -I--------I--------I
               9.  I    94  I    61  I   155
  FRASER VALLEY    I   3.2  I   1.1  I   1.8
                  -I--------I--------I
              10.  I    97  I    82  I   179
  OTHER PROVINCE   I   3.3  I   1.5  I   2.1
                  -I--------I--------I
              11.  I    35  I    78  I   113
  OUTSIDE CANADA   I   1.2  I   1.4  I   1.3
                  -I--------I--------I
           COLUMN     2950     5539     8489
            TOTAL     34.8     65.2    100.0

CHI SQUARE =  1271.70508 WITH  11 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =     0.38705
```

Note: The above tabulation includes the No Response option (Code "0"). Immediately following this tabulation the results are repeated excluding the No Responses.

```
INFORMATION SHEET RESPONSES. BY TYPE OF INSTITUTION                          02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   Q23       LOCATION OF JOB                              BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
              COUNT  I
            COL PCT  ICOLLEGES INSTITUT   ROW
                     I         ES         TOTAL
                     I      1.I      2.I
Q23         ---------I---------I---------I
                  1. I    65   I    11   I    76
  PEACE R. & NE BC   I   3.5   I   0.5   I   1.9
                    -I---------I---------I
                  2. I    72   I    38   I   110
  NORTHWEST BC       I   3.8   I   1.8   I   2.7
                    -I---------I---------I
                  3  I    21   I    13   I    34
  CENTRAL COAST      I   1.1   I   0.6   I   0.9
                    -I---------I---------I
                  4. I   202   I    79   I   282
  OKANAGAN           I  10.9   I   3.7   I   7.0
                    -I---------I---------I
                  5  I    95   I    32   I   128
  KOOTENAYS          I   5.1   I   1.5   I   3.2
                    -I---------I---------I
                  6  I   199   I    66   I   265
  CENTRAL BC         I  10.7   I   3.1   I   6.6
                    -I---------I---------I
                  7  I   374   I   133   I   506
  VANCOUVER ISLAND   I  20.1   I   6.2   I  12.7
                    -I---------I---------I
                  8. I   605   I  1551   I  2156
  LOWER MAINLAND     I  32.5   I  72.3   I  53.8
                    -I---------I---------I
                  9. I    94   I    61   I   155
  FRASER VALLEY      I   5.1   I   2.8   I   3.9
                    -I---------I---------I
                 10. I    97   I    82   I   179
  OTHER PROVINCE     I   5.2   I   3.8   I   4.5
                    -I---------I---------I
                 11. I    35   I    79   I   113
  OUTSIDE CANADA     I   1.9   I   3.7   I   2.8
                    -I---------I---------I
             COLUMN     1861      2145     4006
              TOTAL     46.5      53.5    100.0

CHI SQUARE =   742.11684 WITH  10 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =     0.43040

NUMBER OF MISSING OBSERVATIONS =     4480
```

Note: Unlike most of the other statistical tables in this report, the above tabulation excludes the No Response option. Only students who responded to this question have been included in the above table. For results which include the No Responses, please refer to the immediately preceding tabulation.

```
* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
   Q24       WILLING TO MOVE?                                      BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                        COLINT
              COUNT   I
              COL PCT ICOLLEGES INSTITUT   ROW
                      I          ES       TOTAL
                      I      1.I      2.I
Q24           --------I--------I--------I
                   0. I   973  I  3296  I  4269
                      I  33.0  I  59.5  I  50.3
                     -I--------I--------I
                   1. I   799  I   728  I  1527
  YES                 I  27.1  I  13.1  I  18.0
                     -I--------I--------I
                   2. I   926  I  1095  I  2021
  YES,DEPEND WHERE    I  31.4  I  19.8  I  23.8
                     -I--------I--------I
                   3. I   253  I   419  I   672
  NO                  I   8.6  I   7.6  I   7.9
                     -I--------I--------I
              COLUMN     2950     5538     8488
               TOTAL     34.8     65.2    100.0

CHI SQUARE =   589.32989 WITH   3 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =     0.26348
```

<u>Note</u>: The above tabulation <u>includes</u> the No Response option (Code "0"). Immediately following this tabulation the results are repeated <u>excluding</u> the No Responses.

```
* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
   Q24       WILLING TO MOVE?                                      BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                        COLINT
              COUNT   I
              COL PCT ICOLLEGES INSTITUT   ROW
                      I          ES       TOTAL
                      I      1.I      2.I
Q24           --------I--------I--------I
                   1. I   799  I   728  I  1527
  YES                 I  40.4  I  32.5  I  36.2
                     -I--------I--------I
                   2. I   926  I  1095  I  2021
  YES,DEPEND WHERE    I  46.8  I  48.8  I  47.9
                     -I--------I--------I
                   3. I   253  I   419  I   672
  NO                  I  12.8  I  18.7  I  15.9
                     -I--------I--------I
              COLUMN     1978     2242     4220
               TOTAL     46.9     53.1    100.0

CHI SQUARE =    42.42142 WITH   2 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.10026

NUMBER OF MISSING OBSERVATIONS =    4268
```

<u>Note</u>: Unlike most of the other statistical tables in this report, the above tabulation <u>excludes</u> the No Response option. Only students who responded to this question <u>have been</u> included in the above table. For results which <u>include</u> the No Responses, please refer to the immediately preceding tabulation.

```
INFORMATION SHEET RESPONSES. BY TYPE OF INSTITUTION                          02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   Q25        FATHER'S OCCUPATION                              BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                   COLINT
           COUNT  I
         COL PCT  ICOLLEGES INSTITUT   ROW
                  I         ES         TOTAL
                  I      1.I      2.I
Q25      --------I--------I--------I
              0.  I   567  I  1319  I  1886
                  I  19.2  I  23.8  I  22.2
                 -I--------I--------I
              1.  I    34  I    93  I   127
  CLERICAL        I   1.2  I   1.7  I   1.5
                 -I--------I--------I
              2.  I   154  I   166  I   320
  FARMER-OWN FARM I   5.2  I   3.0  I   3.8
                 -I--------I--------I
              3   I   498  I  1081  I  1579
  MANAGERIAL      I  16.9  I  19.5  I  18.6
                 -I--------I--------I
              4.  I   173  I   183  I   356
  MINE,LOG,FISH,FA I  5.9  I   3.3  I   4.2
                 -I--------I--------I
              5   I   275  I   527  I   802
  PROFESSIONAL    I   9.3  I   9.5  I   9.4
                 -I--------I--------I
              6.  I   134  I   295  I   429
  SALES           I   4.5  I   5.3  I   5.0
                 -I--------I--------I
              7.  I   115  I   194  I   309
  SEMI-SKILL WORK I   3.9  I   3.5  I   3.6
                 -I--------I--------I
              8.  I   145  I   208  I   353
  SERVICE         I   4.9  I   3.8  I   4.2
                 -I--------I--------I
              9.  I   439  I   757  I  1196
  SKILLED WORKER  I  14.9  I  13.7  I  14.1
                 -I--------I--------I
             10   I    74  I   157  I   230
  TECHNICAL       I   2.5  I   2.8  I   2.7
                 -I--------I--------I
             11.  I    67  I   104  I   170
  TRANSPORT,COMM  I   2.3  I   1.9  I   2.0
                 -I--------I--------I
             12.  I    80  I   190  I   270
  UNSKILLED WORK  I   2.7  I   3.4  I   3.2
                 -I--------I--------I
             13.  I   196  I   267  I   463
  OTHER           I   6.6  I   4.8  I   5.5
                 -I--------I--------I
          COLUMN     2950     5539     8489
           TOTAL     34.8     65.2    100.0

CHI SQUARE =    112.99188 WITH  13 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.11537
```

__Note__: The above tabulation __includes__ the No Response option (Code "0"). Immediately following this tabulation the results are repeated __excluding__ the No Responses.

```
INFORMATION SHEET RESPONSES. BY TYPE OF INSTITUTION                         02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   025       FATHER'S OCCUPATION                               BY  COLINT     COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
           COUNT   I
          COL PCT  ICOLLEGES INSTITUT    ROW
                   I         ES          TOTAL
                   I      1.I      2.I
025        --------I--------I--------I
                1. I    34  I    93  I    127
  CLERICAL         I   1.4  I   2.2  I    1.9
                  -I--------I--------I
                2. I   154  I   166  I    320
  FARMER-OWN FARM  I   6.5  I   3.9  I    4.8
                  -I--------I--------I
                3  I   498  I  1081  I   1579
  MANAGERIAL       I  20.9  I  25.6  I   23.9
                  -I--------I--------I
                4. I   173  I   183  I    356
  MINE,LOG,FISH,FA I   7.2  I   4.3  I    5.4
                  -I--------I--------I
                5. I   275  I   527  I    802
  PROFESSIONAL     I  11.5  I  12.5  I   12.1
                  -I--------I--------I
                6. I   134  I   295  I    429
  SALES            I   5.6  I   7.0  I    6.5
                  -I--------I--------I
                7. I   115  I   194  I    309
  SEMI-SKILL WORK  I   4.8  I   4.6  I    4.7
                  -I--------I--------I
                8. I   145  I   208  I    353
  SERVICE          I   6.1  I   4.9  I    5.3
                  -I--------I--------I
                9  I   439  I   757  I   1196
  SKILLED WORKER   I  18.4  I  17.9  I   18.1
                  -I--------I--------I
               10. I    73  I   157  I    230
  TECHNICAL        I   3.1  I   3.7  I    3.5
                  -I--------I--------I
               11. I    66  I   104  I    170
  TRANSPORT,COMM   I   2.8  I   2.5  I    2.6
                  -I--------I--------I
               12  I    80  I   190  I    270
  UNSKILLED WORK   I   3.4  I   4.5  I    4.1
                  -I--------I--------I
               13. I   196  I   267  I    463
  OTHER            I   8.2  I   6.3  I    7.0
                  -I--------I--------I
           COLUMN     2383     4220      6603
            TOTAL     36.1     63.9     100.0

CHI SQUARE =    87.98257 WITH  12 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =    0.11544

NUMBER OF MISSING OBSERVATIONS =     1883
```

Note: Unlike most of the other statistical tables in this report, the above tabulation excludes the No Response option. Only students who responded to this question have been included in the above table. For results which include the No Responses, please refer to the immediately preceding tabulation.

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                              02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
   Q26       MOTHER'S EDUCATION COMPLETED                  BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                  COLINT
          COUNT  I
        COL PCT  ICOLLEGES INSTITUT   ROW
                 I         ES         TOTAL
                 I      1.I      2.I
Q26     ---------I--------I--------I
             0   I   489  I  1145  I  1634
                 I  16.6  I  20.7  I  19.3
                -I--------I--------I
            1.   I   232  I   486  I   718
 LESS THAN GR.8  I   7.9  I   8.8  I   8.5
                -I--------I--------I
             2   I   338  I   550  I   888
 SEC 1-2 YEARS   I  11.4  I   9.9  I  10.5
                -I--------I--------I
            3.   I   698  I  1307  I  2005
 SEC 3-5 YEARS   I  23.7  I  23.6  I  23.6
                -I--------I--------I
            4.   I   631  I  1032  I  1663
 SOME POST-SEC   I  21.4  I  18.6  I  19.6
                -I--------I--------I
            5.   I   133  I   247  I   380
 BACHELOR DEGREE I   4.5  I   4.5  I   4.5
                -I--------I--------I
             6   I    43  I    92  I   135
 SOME GRAD.STUDY I   1.5  I   1.7  I   1.6
                -I--------I--------I
            7.   I   130  I   150  I   280
 POST-GRAD DEGREE I  4.4  I   2.7  I   3.3
                -I--------I--------I
             8   I   255  I   531  I   786
 DO NOT KNOW     I   8.6  I   9.6  I   9.3
                -I--------I--------I
          COLUMN    2950     5539     8489
           TOTAL    34.8     65.2    100.0

CHI SQUARE =    49.72328 WITH   8 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =    0.07653
```

Note: The above tabulation includes the No Response option (Code "0"). Immediately following this tabulation the results are repeated excluding the No Responses.

```
INFORMATION SHEET RESPONSES, BY TYPE OF INSTITUTION                              02/12/82

FILE   CTPROF   (CREATION DATE = 02/11/82)   CAREER/TECH PROFILE STUDY SPSS SYSTEM FILE

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
   Q26       MOTHER'S EDUCATION COMPLETED                     BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
             COUNT  I
           COL PCT  ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I      1.I      2.I
Q26        --------I--------I--------I
                 1. I   232  I   486  I   718
  LESS THAN GR.8    I   9.4  I  11.0  I  10.5
                   -I--------I--------I
                 2. I   338  I   550  I   888
  SEC 1-2 YEARS     I  13.7  I  12.5  I  13.0
                   -I--------I--------I
                 3. I   698  I  1307  I  2005
  SEC 3-5 YEARS     I  28.4  I  29.8  I  29.3
                   -I--------I--------I
                 4. I   631  I  1032  I  1663
  SOME POST-SEC     I  25.7  I  23.5  I  24.3
                   -I--------I--------I
                 5. I   133  I   247  I   380
  BACHELOR DEGREE   I   5.4  I   5.6  I   5.5
                   -I--------I--------I
                 6. I    43  I    92  I   135
  SOME GRAD.STUDY   I   1.7  I   2.1  I   2.0
                   -I--------I--------I
                 7. I   131  I   150  I   280
  POST-GRAD DEGREE  I   5.3  I   3.4  I   4.1
                   -I--------I--------I
                 8. I   255  I   531  I   786
  DO NOT KNOW       I  10.4  I  12.1  I  11.5
                   -I--------I--------I
            COLUMN     2461      4394     6855
             TOTAL     35.9      64.1    100.0

CHI SQUARE =     28.73795 WITH   7 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0002
CRAMER'S V =     0.06475

NUMBER OF MISSING OBSERVATIONS =     1632
```

<u>Note</u>: Unlike most of the other statistical tables in this report, the above tabulation excludes the No Response option. Only students who responded to this question have been included in the above table. For results which include the No Responses, please refer to the immediately preceding tabulation.

```
* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
   Q27       SOURCE OF FUNDS                                      BY  COLINT    COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
            COUNT   I
           COL PCT  ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I       1 I       2 I
Q27        --------I--------I--------I
                0   I   583  I  1033  I   1616
                    I  19.8  I  18.6  I   19.0
                   -I--------I--------I
                1.  I   771  I   987  I   1757
  PERSONAL SAVINGS  I  26.1  I  17.8  I   20.7
                   -I--------I--------I
                2.  I   307  I  2623  I   2930
  FULL-TIME JOB     I  10.4  I  47.4  I   34.5
                   -I--------I-----  -I
                3.  I   283  I   278  I    561
  PART-TIME JOB     I   9.6  I   5.0  I    6.6
                   -I--------I--------I
                4   I   300  I   178  I    478
  PARENTS           I  10.2  I   3.2  I    5.6
                   -I--------I--------I
                5   I   245  I   167  I    411
  SPOUSE            I   8.3  I   3.0  I    4.8
                   -I--------I--------I
                6.  I   268  I   113  I    381
  LOAN              I   9.1  I   2.0  I    4.5
                   -I--------I--------I
                7.  I    23  I    10  I     33
  SCHOLARSHIP       I   0.8  I   0.2  I    0.4
                   -I--------I--------I
                8   I    18  I    17  I     35
  BURSARY           I   0.6  I   0.3  I    0.4
                   -I--------I--------I
                9   I   153  I   133  I    286
  OTHER             I   5.2  I   2.4  I    3.4
                   -I--------I--------I
           COLUMN      2950     5539      8489
            TOTAL      34.8     65.2     100.0

CHI SQUARE =  1443.68726 WITH   9 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =     0.41238
```

Note: The above tabulation includes the No Response option (Code "0"). Immediately following this tabulation the results are repeated excluding the No Responses.

```
* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
   Q27      SOURCE OF FUNDS                                         BY  COLINT     COLLEGES OR INSTITUTES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
            COUNT  I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I      1.I      2.I
Q27       --------I--------I--------I
               1.  I   771  I   987  I  1757
  PERSONAL SAVINGS I  32.6  I  21.9  I  25.6
                  -I--------I--------I
               2.  I   307  I  2623  I  2930
  FULL-TIME JOB    I  13.0  I  58.2  I  42.6
                  -I--------I--------I
               3.  I   283  I   278  I   561
  PART-TIME JOB    I  11.9  I   6.2  I   8.2
                  -I--------I--------I
               4   I   300  I   178  I   478
  PARENTS          I  12.7  I   3.9  I   7.0
                  -I--------I--------I
               5   I   245  I   167  I   411
  SPOUSE           !  10.3  I   3.7  I   6.0
                  -I--------I--------I
               6.  I   268  I   113  I   381
  LOAN             I  11.3  I   2.5  I   5.5
                  -I--------I--------I
               7   I    23  I    10  I    33
  SCHOLARSHIP      I   1.0  I   0.2  I   0.5
                  -I--------I--------I
               8   I    18  I    17  I    35
  BURSARY          I   0.7  I   0.4  I   0.5
                  -I--------I--------I
               9   I   153  I   133  I   286
  OTHER            I   6.5  I   3.0  I   4.2
                  -I--------I--------I
           COLUMN     2367     4506     6873
            TOTAL     34.4     65.6    100.0

CHI SQUARE =  1448.28687 WITH   8 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CRAMER'S V =     0.45904

NUMBER OF MISSING OBSERVATIONS =     1613
```

<u>Note</u>: Unlike most of the other statistical tables in this report, the above tabulation excludes the No Response option. Only students who responded to this question have been included in the above table. For results which include the No Responses, please refer to the immediately preceding tabulation.

APPENDIX A.2: CAREER/TECHNICAL PROGRAMS BY DISCIPLINE CLUSTER

Career/Technical programs included in the study were grouped, for provincial reporting purposes, using the first two digits of the Post-Secondary Discipline Classification (P.D.C.) coding scheme (i.e. the Discipline Cluster).

Within each Discipline Cluster, programs were identified as 1-year college and institute, 2-year college and institute, BCIT day or BCIT night programs. Certain college programs which carry "transfer credit" after one year to BCIT have been defined as one year programs.

Career/Technical programs not in operation as of September, 1979 were not included. Programs under the jurisdication of the Occupational Training Council were included, along with those under the jurisdiction of the Academic Council.

Wherever possible, the grouping was done in accordance with the wishes of individual institutions. In a few cases, however, certain programs listed as Career/Technical by the individual institution were omitted from the provincial groupings. This was done for programs whose duration was listed in the institution's calendar as being less than eight months. These programs were considered by the Research Team as occupational rather than Career/Technical, and were therefore excluded.

CAMOSUN

Program	P.D.C.	Year Length
Civil & Structural Engineering	2111	1
Surveying	2112	1
Electronics Technician	2221	2
Business Administration	3100	2
Banking	3100	2
Computer Tech.	3140	2
Applied Communication	3310	2
Hotel/Restaurant Management	3421	2
Social Service	4141	1
Mental Retardation	4145	1
ECE	4411	1
Nursing	4210	2
Aquatics Specialist (Lifeguard)	4160	1
Dental Assistant	4321	2
Medical Lab Technician	4333	1
Visual Arts	5110	2
University Transfer	9999	

CAPILANO

Program	P.D.C.	Year Length
Business Administration	3131	2
Computer	3180	2
Business Office Training	3210	2
Communications	3300	2
Media Resources	3313	2
Legal Assistant	4115	2
Outdoor Recreation	4160	2
ECE	4411	2
Fine Arts	5110	2
Music	5124	2
Retail Merchandising	5181	2

CARIBOO

Program	P.D.C.	Year Length
Animal Health Technology	1130	2
Business Administration	3100	2
Communications Media	3313	1
Social Service Worker	4141	1
Leisure & Recreation	4160	2
Nursing	4210	2
Medical Lab	4333	2
Respiratory Technology	4334	2
ECE	4411	1
Fine Arts	5110	2

DOUGLAS

Program	P.D.C.	Year Length
Construction Management	2510	2
Management - Retail, Merchand., Market	3100	2
Business Management	3132	1
Commerce & Business Administration	3132	2
Data Processing	3170	2
Criminology	4111	2
Fire Science	4130	1
Human Service Worker	4141	1
Childcare Worker	4144	1
Mental Retardation Worker	4145	1
Registered Nurse	4210	2
Psychiatric Nurse	4220	2
Practical Nurse	4250	2
Long Term Care	4260	2
Therapeutic Recreation	4313	1
ECE	4411	1

EAST KOOTENAY

Program	P.D.C.	Year Length
Electronics Technician	2211	2
Business Administration	3100	2
Business Law	3100	2
Computer Technology	3140	1
Retail & Merchandising	3160	2
Mental Retardation	4145	1

FRASER VALLEY

Program	P.D.C.	Year Length
Business Management	3100	2
Office Careers	3210	2
Criminal Justice	4111	2
Social Services	4141	2
Long Term Care	4260	2
Homemaking	4280	2
Dental Assistant	4321	1
Library Tech.	4431	2
ECE	4411	1
Fine Arts/Fashion	5110	2

KWANTLEN

Program	P.D.C.	Year Length
Graphics	3340	2
Fashion Design	5181	2

MALASPINA

Program	P.D.C.	Year Length
Forest Resources	1210	2
Fish Culture	1411	2
Survey	2112	1
Energy Systems	2143	2
Electronics	2211	2
Hotel/Restaurant	3421	2
Social Services	4141	1
Leisure Services	4160	2
Medical Lab Tech.	4333	1
ECE	4411	1

NEW CALEDONIA

Program	P.D.C.	Year Length
Forestry	1210	2
Survey Tech.	2112	1
Electronics Tech.	2211	2
Construction Tech.	2510	2
Business Administration (Accounting)	3121	2
Office Administration	3214	2
Broadcast Tech.	3312	1
Nursing	4210	2
Medical Lab Tech.	4333	1

NORTHERN LIGHTS

Program	P.D.C.	Year Length
Agriculture	1100	2
Business Administration	3100	1
Law	3100	1
Visual Arts	3342	1
Counsellor Training	4141	1
ECE	4411	1
Fine Arts	5100	1
Typing	6123	1

NORTHWEST

Program	P.D.C.	Year Length
Business Administration	3100	2
Human Service Worker	4141	2
Dental Assistant	4321	1
ECE	4411	2

OKANAGAN

Program	P.D.C.	Year Length
Civil Engineering	2111	2
Electronics/Engineering Tech.	2211	2
Business Administration	3100	2
Marketing	3160	1
Commercial Arts	3340	1
Arts & Sciences - Social Work, Recreation	4100	1
Social Work	4140	1
Nursing	4210	2
ECEC	4411	2
Fine Arts	5110	2
Computer Science	5421	1
Biology	5510	1
Academic	6151	1

SELKIRK

Program	P.D.C.	Year Length
Forestry	1211	2
Wildland Recreation	1212	2
Aviation	1511	2
Business Administration	3100	2
Photography	3332	1
Graphics	3342	1
Social Service Worker	4141	2
Nursing	4210	2
ECE	4411	1
Theatre	5121	2

VANCOUVER

Program	P.D.C.	Year Length
Accounting	3120	2
Small Business	3132	1
Marketing & Sales	3161	2
Realty	3171	2
Finance & Investment	3173	2
Data Processing	3180	2
Court Reporter	3243	2
Journalism	3311	2
Photo Tech.	3332	2
Food Service Tech.	3441	2
Criminal Justice	4111	2
Welfare Aide	4141	1
Recreation Leadership	4160	2
Nursing	4240	2
ECE	4411	2
Teacher Assistant	4413	1
Library Tech.	4431	2
Theatre Arts	5121	2
Art in Merchandising	5180	2

BCIT

Program	P.D.C.	Day or Night
Landscape	1112	N
Forestry	1210	D
Forest Products	1241	D+N
Natural Gas & Petroleum	1311	D
Mining	1312	D
Metallurgy	1340	N
Hydrology	2100	N
Civil & Structural	2111	D
Survey	2112	D+N
Drafting	2120	N
Biological Science	2145	D
Recreation Facilities Management	2146	D
Electronics	2211	D+N
Circuit Analysis	2211	N
Instrumentation	2240	N
Mechanical Technology	2311	D
Building Technology	2510	D+N
Public Speaking	3100	N
English Fundamentals	3100	N
Organizational Behaviour	3100	N
Economics	3100	N
Customer Relations	3100	N
Accounting	3120	N
Front Office Management	3130	N
Transportation Management	3130	N
Industrial Management	3130	N
Business Administration	3131	D+N
Admin. Management	3131	N
Labour Relations	3131	N
Operations Management	3132	N

BCIT Continued

Program	P.D.C.	Day or Night
Selective Interviewing	3140	N
Supervisory	3140	N
Personnel	3140	N
Financial Management	3151	D
Taxation	3151	N
Marketing	3161	D+N
Advertising	3161	N
Credit Collection	3170	N
Purchasing	3170	N
Computer	3180	D+N
Salesman	3195	N
Retail	3195	N
Broadcast Communications	3312	D+N
Television	3312	N
Hospitality/Tourism	3420	D+N
Domestic Air	3424	N
Counselling	4142	N
General Nursing	4210	D
Psychiatric Nursing	4220	D
O.R. Nursing	4230	N
Biomedical Electronics	4330	D
Nuclear Medicine	4331	D
Medical Radiography	4332	D
Medical Lab	4333	D
Environmental Health	4351	D
Health Information	4352	D
Health Care	4352	N
Interior Design	5112	N
Algebra	5410	N
Mass Spectrometry	9999	N
Japanese Communication	9999	N

JUSTICE INSTITUTE

Program	P.D.C.	Year Length
Block II Juvenile	4111	1
Block V Police	4112	1
Deputy Sheriff	4112	1
Corrections	4113	1
Fire	4132	1
Emergency Health Services	4150	1

OPEN LEARNING INSTITUTE

Program	P.D.C.	Year Length
Electronics	2211	1
Construction	2510	1
Business Administration	3100	1
Effective Supervision	3141	1
Secretarial/Office Management	3210	1
Hospitality	3420	1
Written Communication	5620	1

APPENDIX A.3: Selected Verbatim Comments from Students

In response to the questionnaire item, "Your comments are invited," many students wrote in a wide range of comments. The following are a few of the more interesting responses, reproduced verbatim. (Grammatical, spelling and punctuation reproduced as written by the respondents.)

Note: The following examples of verbatim comments from respondents are presented as evidence of some of the disparate reasons why students enroll in career/technical courses; the variety of personal backgrounds; and the particular student concerns.

It must be emphasized that the comments are not intended to reflect an evaluation of the institutions. While students offered both positive and negative reaction to post-secondary institutions, no attempt has been made to representatively sample such viewpoints. The comments are intended only to dramatize the conclusions presented earlier in the report.

Male, 18 to 24 years

"I find it funny that I have to attend a school in Vancouver for an agricultural course when the Okanagon is a major agricultural centre. (My field of interest is related to the apple industry)."

Female, 18 to 24 years

"I think the Colleges should let the Secondary Schools have the information about Government Loans, so the student going to college know when to apply and not end up without funds!"

Female, 18 to 24 years

"I want to pass this course more than any-thing in the world, to Be independent, and suport my doughter and my self and go to a job I love! Thanks."

Female, 18 to 24 years

"As I am a mother with family responsibilities your institution has enabled me to further my education towards my career goals. I am very grateful that education is no longer restricted with regard to location of residence. Without correspondence programs, I may never have been able to progress towards my career goals. Thank you!"

Female, 25 to 34 years

"I really appreciate having the opportunity of being able to learn at home and be able to carry on my domestic responsibilities. The aid of tutors and the appeal of low tuition are vital for correspondence courses."

Female, 25 to 34 years

"The fact there is an O.L.I. was Brought to my attention by driving by: perhaps there could be more publicity about this facility. As a full-time worker and mother of four, I had given up hope of furthering my education/career skills until my family was older. Through O.L.I. I have the opportunity to progress now. Thank you!"

Female, 18 to 24 years

"The main reason I chose to enrol with OLI is that it is so convenient for me, as I work full-time during the day, and since it is a correspondence course, I can stay at home and also be comfortable as well as take a course which will help me in further promotions."

Male, 25 to 34 years

"Current courses are being taken at O.L.I. since this is the only way I can continue my education and work a rotating shift schedule."

Male, 35 to 44 years

"Very unfortunate that the course I have selected cannot lead through to degree status without having to transfer to coast."

Female, 18 to 24 years

"Congratulations on a program of study that enables people like myself to continue my education without having to relocate to a community where facilities are available. I'm looking forward to working with you."

Female, 18 to 24 years

"I find it difficult to accept that students attending schools in their own area, and who may not move into residence are forced to pay for there expenses for the school year out of their own Pocket if their parents refuse to pay Just because the government says that their tax bracket is to high. I feel that there are exceptions to every rule."

Female, 25 to 34 years

"Thank-you for the chance to fill a long time gap in my life - I'm looking forward to being a full time student at my college."

Male, 18 to 24 years

"I suggest for further questionaires that there is very seldom one main reason for a persons decision as he/she will continue to be influenced by a varied and continually changing environment."

Female, 25 to 34 years

"I feel that the present priority given to full-time students over part-time students is unfair, as the commitment from part-time students often has to be more serious than from those able to enroll full-time."

Male, 25 to 34 years

"Loans & bursary are much to difficult to optain & inadequate at todays rising cost of living. Cut backs in college budgets have seriously injured the qualitie of the career programs & academic programs."

Female, 35 to 44 years

"It wouldn't be possible for me to further my education right now if my College didn't exist. The ability to take a part-time course & the closeness to home are the benefits the College provides for me because of my responsibility to care for my family as well."

Female, 35 to 44 years

"Being a housewife today, I see the need for more courses being made available on a part-time basis towards a degree. Also, less age discrimination for females over 35 who still have many, many years of productivity, plus the advantage of our gained knowledge from just living should be a plus not a minus."

Female, 35 to 44 years

"My college has been forced to make severe course cutbacks in the Art Dept. because of lack of funds. This has made it extremely difficult for part-time students such as myself to get into certain courses because full-time students receive priority. If these cutbacks continue I may not be able to finish the 2 yr. program which I am half-way through."

Female, 35 to 44 years

"I am a single mother who has been basically a "home-bound" apt. bldg. manageress for the past 12 years. I have no definite "career goals" at present, but I have a job which allows a lot of freedom & spare time. I am grateful there are courses like COM.169, which, once completed, would allow one to keep his/her present full or part-time job while enjoying a useful, creative and (hopefully) lucrative hobby - writing saleable articles for newspapers and magazines."

Female, 35 to 44 years

"I would like to attend college on a full time basis but student loans & bursaries are not enough for a single mother to live on for any length of time."

Female, 25 to 34 years

"Of the 8 hrs away from home only 3 are class time - 5 hrs are in transportation. I would hope to enroll somewhere where I could be closer to home. I live in Gibson's."

Female, 45 to 64 years

"As a retired person, I am very happy to have the opportunity to go on learning. I think the Community College concept is very valuable."

Male, over 64 years

"This questionaire is designed for a person intending to better himself. I'm retired & am just taking it out of interest in a subject that didn't really exist when I took my formal education."

Female, 35 to 44 years

"Your questionnaire effectively excludes people who intend to find part-time employment. In view of the growing number of women particularly who plan home-making with employment that fits with children's school hours [therefore part-time], your "either/or" approach in questions 6 & 20, and Section B seem to miss a potentially large segment of the future work force. The questions also annoyed me. Also, your job questions (Sec. B) do not include free-lance work, which is increasingly an option in a variety of employment areas."

Female, 18 to 24 years

"I have enrolled at BCIT because drafting is not available to UBC students other than engineers. I would like to see such a course available to UBC students in the future especially for pre-architectural students who may need such training for work experience in an architects office prior to entrance in the school of architecture. I am such a student."

Female, 35 to 44 years

"Lack of training in "hard core" skills in university arch. program placed many women like myself at a disadvantage in competing for junior jobs in architectural firms."

Male, 35 to 44 years

"My college should offer the 2nd year in the surveying technology course. It is highly impractical for a married man with a family to attend B.C.I.T. for the completion of this course. It is also an economic hardship to have to commute to the mainland."

Male, 25 to 34 years

"Would like to see evening student services more fully advertised and or explained."

Female, 25 to 34 years

"I am undecided whether to enter social work or personnel mgmt - so am taking this course to help me decide. The economy doesn't look good so I'm basically only taking two courses & biding my time."

Male, 18 to 24 years

"It would help people a lot if a second year course is offered and not cancelled. This hurts the few who want to continue."

Female, 45 to 64 years

"I am working at a B.A. degree with courses at Simon Fraser- However, job skills are more important at present, so am concentrating on the Business courses first."

Female, 35 to 44 years

"I am currently enrolled in a Health Care Administration Certificate Program. I hope some day a university will see fit to recognize the B.C.I.T. courses I have completed. Should I ever live in a university area, I would like to branch out - in the meantime B.C.I.T. is the closest & I feel gives a practical & useful education."

Female, 25 to 34 years

"I am disappointed that BCIT and SFU do not seem to have interchangeable credits - I wish to specialize in marketing at this time but if this certificate could be credited towards a bachelor of Commerce, it would help a lot."

Female, 25 to 34 years

"I tried to enroll in the entire program, but because of cut backs & course deletions was unable to get into sculpture. There is absolutely *no* flexibility in the existing program. I tried everything possible to complete the first year in one year (including night school!!) but could not find any possible solution. I certainly hope this problem is resolved for future students!! I even had permission to take the second year of sculpture before the first, but because of conflicting times could not do so. The program has been so streamlined that there is little opportunity for a lot of students interested in full-time education to complete the program in a minimum length of time."

APPENDIX B

CORRESPONDENCE

1. Confidentiality and Data Release Policy
2. Overview of the Longitudinal Study of Career/Technical Students

APPENDIX B.1 Confidentiality and Data Release Policy

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

April 26, 1981

File No. 5-04-982

TO: Each College & Institute Principal

Re: Policy on Confidentiality
A Study of Career/Technical Programs

The Academic Council and the B.C. Ministry of Education have contracted B.C. Research to undertake the next two phases in the longitudinal study of students from Career/Technical programs. These two phases involve:

a) A Study of Enrolment Applications for Career/Technical Programs;

b) A Profile Study of Career/Technical Students.

The details of these projects were outlined in our correspondence of March 5, 1981 to the institutional representatives on our study committee.

As both of these projects require access to student names and addresses, we felt it important to again explain our policy and procedures concerning confidentiality. That is the purpose of this letter.

1. Research Agency

B.C. Research is an independent, non-profit organization doing contract research for clients in both the public and private sectors. B.C. Research has a great deal of experience in the area of educational planning and research and has undertaken much work on behalf of the educational community in B.C.

The research team directing the above projects involves Mr. Glen Forrester, Dr. John Dennison and Dr. Gordon Jones. These individuals are well known throughout the post-secondary system, having completed numerous studies over the past decade.

. . . . 2/.

B.C. Research and the research team of Forrester, Dennison and Jones acknowledge that the student data being collected must be treated as confidential. We agree to respect and protect the confidential nature of these data.

2. Proprietor of Data

Data submitted to B.C. Research by the institutions are considered the property of the submitting institution. Likewise any data prepared or processed by B.C. Research from these data. B.C. Research acts as a custodian of the files and is responsible for their security.

3. Data Release and Access

Access to and distribution of data is the privilege of the proprietor of that data and will not be granted by B.C. Research to third parties without the expressed written permission of the proprietor.

4. Unintentional Access

B.C. Research will be responsible for securing data from unintentional access. Data will be stored in computer files which are computer ID and "password" protected. B.C. Research uses the computer facilities at the University of British Columbia which has an excellent security system. Most computer production runs will be done from the B.C. Research in-house RJE terminal. Access to the B.C. Research building is restricted and a security badge system is enforced. Only authorized B.C. Research staff will be permitted to handle these data.

5. Use of Data

Student data will be used for research purposes only. Individual student application data are requested so that records may be cross-matched against similar data files from other institutions to determine the number and extent of multiple applications. Student names, birthdates and sex are used in this file matching process.

Individual student identification on the profile questionnaire is requested so that linkage may be made with a subsequent follow-up questionnaire planned in phase IV of the study. This would permit longitudinal-type research, including the comparison of "a priori" student observations with "a posteriori" findings.

. . . . 3/.

Student names and addresses are required so that mailing labels may be prepared for the mailing of questionnaires and reminder notices. These will be used in the mailing of a follow-up questionnaire to non-admitted applicants, and possibly a follow-up questionnaire to graduates and discontinuants when phase IV of the study is funded.

Tabulations and research reports prepared from these data files and the returned questionnaires will not identify individual students. Reporting will be done on groups of students and in aggregate form only.

Each institution will be sent copies of all materials to be mailed to students prior to the mailing taking place. Each institution will know when and how the student data files are to be utilized, before the files are accessed. As has been our practice in the past, the research team will continue to invite the participation of institutional representatives in the development of questionnaires and study objectives.

We trust the foregoing explanation clarifies our mutual concern over the confidentiality issue. We will treat the information with utmost professionalism, with care taken to ensure that rights of privacy and/or confidentiality are not invaded. We believe that our record over the past decade suitably demonstrates our adherance to these principles.

Yours sincerely,

B.C. RESEARCH

Glen C. Forrester

Glen C. Forrester
Manager
Educational Planning & Research

GCF.cs
cc: Don Couch
Marino Middleton
Bill Davenport
Jack Cooper
Lorne Thompson

APPENDIX B.2: OVERVIEW OF THE LONGITUDINAL STUDY OF CAREER/TECHNICAL STUDENTS

As of October 1979, a total of 77,102 students were reported enrolled within the community college and provincial institute system in British Columbia. Of these, some 25,288 students were enrolled in career/technical programs or courses. This represents 33% of the total non-university, post-secondary population.

Over the years, considerable time and effort has been devoted to the study of academic students, both in colleges and in the universities. Formal studies of the graduates and dropouts from the career/technical programs, however, have been minimal in B.C. and little is known about the students entering such programs or how well these programs meet their needs.

In June 1980 a major, province-wide study of career/technical students was initiated. The project, currently in progress, is being funded by the Academic Council and the B.C. Ministry of Education. It is under the direction of Glen Forrester of B.C. Research, Dr. John Dennison of the University of British Columbia and Dr. Gordon Jones of Vancouver Community College.

The study has a very strong student focus and involves all 15 community colleges and the four provincial institutes offering career/technical programs. The primary objectives for the study are to provide a provincial picture of these programs in terms of:

- the number of applicants for career/technical programs and the extent and distribution of any multiple applications on the part of individual students;

- the factors influencing students' choice of programs and institutions;

- the students' reasons for enrolling in specific programs;

- a profile of the students entering the programs, including employment background, level of previous educational attainment, and demographic characteristics;

- rates of graduation, drop-out, re-entry and transfer among institutions;

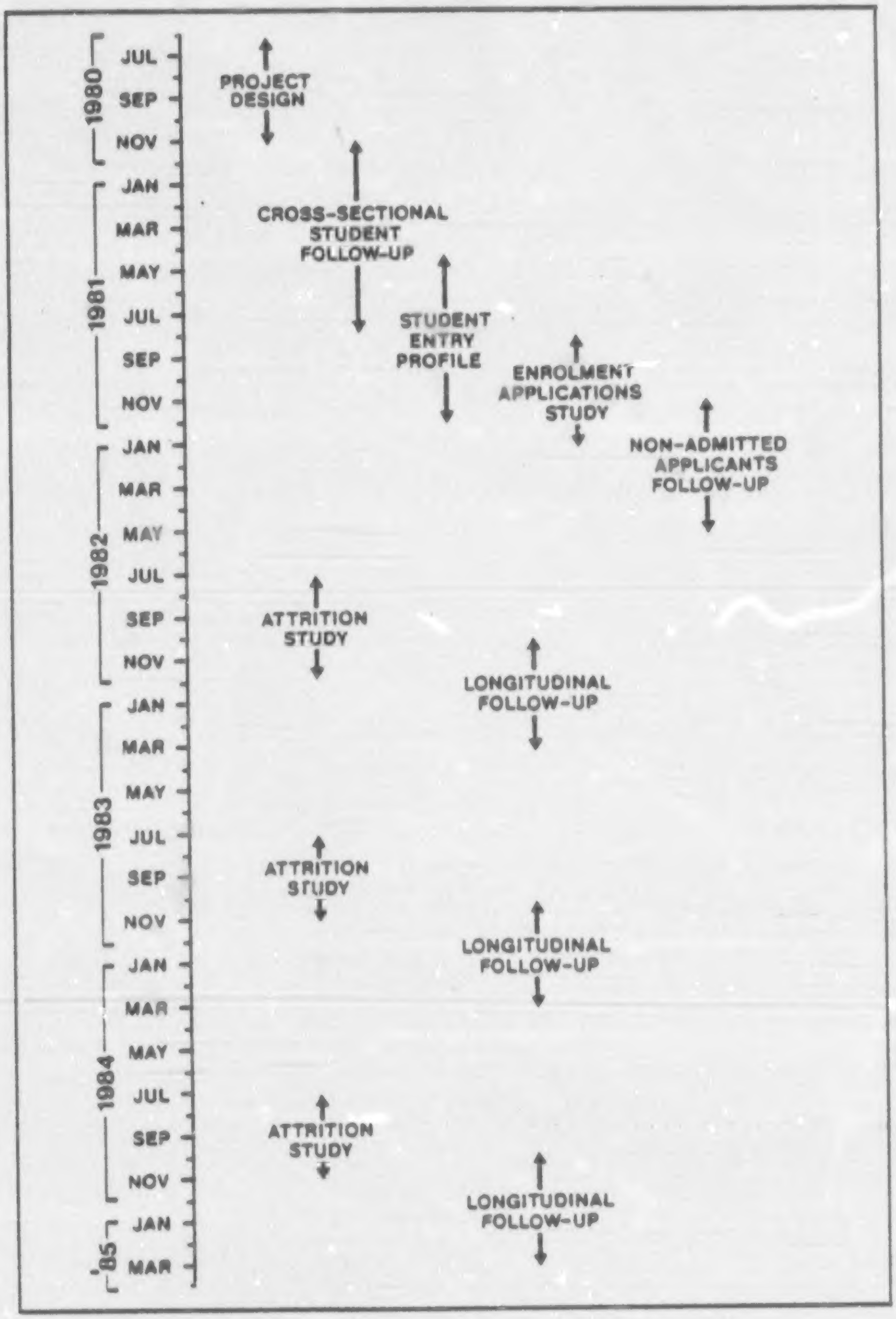
- reasons for dropping out (if applicable);

- students' experiences in finding employment after graduation or discontinuation of studies, including employment status, types of employment found and the match between program followed and employment found.

Data generated by the study will be useful at both provincial and institutional levels. Study findings will be input to planning and evaluation decisions for career/technical programs throughout the province. Specifically, the study will provide assistance in determining student demand for these programs, in planning and developing curriculum objectives and requirements, and in establishing employment status and placement rates.

The overall study is longitudinal in nature, extending over several years. It will focus on the cohort of students entering career/technical programs which began in September 1981. Student entry information will be linked to follow-up data on an individual student basis. In this way, students' progress and employment experiences can be evaluated in terms of their stated objectives and backgrounds upon entry to the programs.

Time Lines: Longitudinal Study Career/Technical Students



The first phase of the project, however, was cross-sectional in design so that student follow-up data would be available relatively quickly. This phase was completed in August 1981. The student entry profile component is reported here. Other phases of the project will take place over the next three years and include an enrolment applications study, a non-admitted applicant follow-up, an attrition study and a longitudinal student follow-up.

APPENDIX C

QUESTIONNAIRE USED

1. Covering letter to Students

2. Information Sheet - Career/Technical Program Student Entry Profile

APPENDIX C.1 Covering Letter to Students

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2
Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

TO STUDENTS ENROLLING IN CAREER/TECHNICAL PROGRAMS

Students enrolling in Career/Technical programs commencing September 1981 throughout British Columbia are being asked to complete the enclosed information sheet. This is part of a province-wide research project funded by the Academic Council of British Columbia. B.C. Research, an independent and non-profit research organization, has been contracted to carry out the technical aspects of the study.

Both full-time and part-time students are included in the project. However only Career/Technical program students are being surveyed. These programs are typically career-oriented educational programs of one to two year's duration. Students enrolled in short up-grading or vocational programs are not included.

Information collected in this study will be of assistance in planning courses and facilities in the colleges and provincial institutes. Students in post-secondary education will benefit from this research. We therefore ask for your patience and co-operation in answering the questions honestly and carefully.

When completing this information sheet, remember that your reply is voluntary and will be treated confidentially. Results will be tabulated for groups of students only; no indivduals will be identified in any reports produced.

Thank you for your co-operation.

Yours truly,

B.C. RESEARCH

Glen C Forrester

Glen C. Forrester
Manager
Educational Planning & Research

GCF.cs

Technical Operation of the BRITISH COLUMBIA RESEARCH COUNCIL, a Non-profit Industrial Research Society

INFORMATION SHEET

CAREER/TECHNICAL PROGRAM STUDENT ENTRY PROFILE

BC RESEARCH

Series C8138108c

SECTION A EVERYONE PLEASE ANSWER THE QUESTIONS IN THIS SECTION

1. YOUR NAME

Surname (Family Name) ______________________ (1-16)

Given Names ______________________ (17-32)

2. YOUR STUDENT NUMBER

Registration Number ______________________ (33-42)

3. DURING YOUR ENROLMENT FOR THIS SEMESTER OR SESSION ARE YOU:

1 ☐ a full-time student
2 ☐ a part-time student

(43)

4. YOUR SEX

1 ☐ male
2 ☐ female

(44)

5. YOUR AGE GROUP

1 ☐ under 18 years
2 ☐ 18 to 24 years
3 ☐ 25 to 34 years
4 ☐ 35 to 44 years
5 ☐ 45 to 64 years
6 ☐ over 64 years

(45)

6. WHAT WAS YOUR MAJOR ACTIVITY DURING THE PAST TWELVE MONTH PERIOD? (Check one)

01 ☐ student in a secondary school
02 ☐ student in a post-secondary, non-university institution
03 ☐ student at university
04 ☐ employed: full-time (30 hours or more per week)
05 ☐ employed: part-time (less than 30 hours per week)
06 ☐ employed and taking education or training (full or part-time)
07 ☐ full-time household/family duties
08 ☐ unemployed, but seeking a job
09 ☐ unemployed, and not seeking a job

(46-47)

7. IF EMPLOYED EITHER PART-TIME OR FULL-TIME DURING THE PAST TWELVE MONTH PERIOD, INDICATE YOUR MAIN JOB:

a) the kind of business or industry in which you were working (e.g. retail drugs, grain farming, banking, computer equipment, etc.)

(Please specify) ______________________ (48-51)

b) your occupation or the kind of work you did (e.g. office clerk, salesperson, auto mechanic, electronics technologist, graduate nurse, etc.)

(Please specify) ______________________ (52-55)

8. HOW RELATED WAS YOUR MAIN JOB TO THE PROGRAM OR COURSE IN WHICH YOU HAVE JUST ENROLLED? (Check one)

1 ☐ not applicable since I was not employed during the past twelve months

2 ☐ definitely related

3 ☐ related to some extent

4 ☐ not related at all

(56)

9. WHERE WAS YOUR MAIN PLACE OF RESIDENCE DURING THE PAST TWELVE MONTHS? (Check one)

01 ☐ Northern Lights College Region (Peace River, Stikine & Northeastern B.C.)

02 ☐ Northwest College Region (Stewart to Kitimat & the Queen Charlottes)

03 ☐ College of New Caledonia Region (Prince George to Quesnel)

04 ☐ Cariboo College Region (Williams Lake to Merritt)

05 ☐ Okanagan College Region (Revelstoke to Osoyoos)

06 ☐ East Kootenay College Region (Creston & areas east)

07 ☐ Selkirk College Region (Kettle Valley to Kaslo)

08 ☐ North Island College Region (Central Coast, Port Alberni & areas north)

09 ☐ Malaspina College Region (Powell River & Duncan to Parksville)

10 ☐ Camosun College Region (Greater Victoria & the Gulf Islands)

11 ☐ Fraser Valley College Region (Abbotsford & Mission to Hope)

12 ☐ Lower Mainland (areas served by Capilano, Douglas, Kwantlen & V.C.C.)

13 ☐ in Canada but outside B.C.

14 ☐ outside Canada

(57-58)

10. DID YOU CHANGE YOUR PLACE OF RESIDENCE IN ORDER TO ENROL IN THIS PROGRAM OR COURSE?

1 ☐ no

2 ☐ yes (moved 50 miles or less)

3 ☐ yes (moved more than 50 miles)

(59)

11. WHAT IS YOUR MAIN OBJECTIVE FOR ENROLLING IN THIS PROGRAM OR COURSE? (Check one)

01 ☐ to qualify for a job

02 ☐ to complete certification requirements

03 ☐ to improve existing job skills

04 ☐ to decide on a career

05 ☐ to study until a job becomes available

06 ☐ for personal interest

07 ☐ to transfer to a technical institute or college

08 ☐ to transfer to a university

09 ☐ to complete training required as a condition of my present employment

(60-61)

12. WHAT IS YOUR CURRENT EDUCATIONAL GOAL? (Check one)

1 ☐ to take one or two courses without intending to complete a full program

2 ☐ to take courses in preparation for entry to a career/technical program

3 ☐ to complete a career/technical program on a part-time basis

4 ☐ to complete a career/technical program on a full-time basis

5 ☐ to complete a formal "Work/Study" program

(62)

13. WHICH ONE OF THE FOLLOWING OBJECTIVES FOR ENROLLING AT YOUR PRESENT INSTITUTION DO YOU CONSIDER TO BE THE MOST IMPORTANT? (Check one)

1 ☐ to acquire certain knowledge and techniques applicable to a vocation or field of special interest

2 ☐ to acquire and use skills and habits involved in critical and constructive thinking

2 ☐ to attain a satisfactory emotional and social adjustment

4 ☐ to develop a broad general outlook and familiarity with a variety of subjects

(63)

14. WHEN CONSIDERING YOUR CHOICE OF THIS POST-SECONDARY INSTITUTION, WHICH OF THE FOLLOWING FACTORS WERE IMPORTANT TO YOU? (Check as many as apply)

1 ☐ teaching reputation

2 ☐ institution reputation

3 ☐ low tuition

4 ☐ close to home

5 ☐ friend going

6 ☐ offers financial aid

7 ☐ intellectual environment

8 ☐ good physical facilities

9 ☐ parental advice

10 ☐ advice of spouse

11 ☐ secondary school counsellor's or teacher's advice

12 ☐ only institution offering program or courses I wanted

13 ☐ unable to attend "traditional" institution

14 ☐ sent by my employer

15 ☐ refused admittance to first choice institution

16 ☐ opportunity for local employment after leaving the institution

17 ☐ the institution was there!

(64-80)*

15. NAME THE SPECIFIC CAREER/TECHNICAL PROGRAM OR COURSE IN WHICH YOU HAVE JUST ENROLLED.

(Please specify) ______________________________

(81-84)

16. WHICH OF THE FOLLOWING INDIVIDUALS WERE IMPORTANT IN HELPING OR INFLUENCING YOU TO DECIDE ON THIS PARTICULAR PROGRAM OR COURSE? (Check as many as appropriate)

1 ☐ my own decision
2 ☐ parent or guardian
3 ☐ spouse
4 ☐ others in family or relatives
5 ☐ friend
6 ☐ secondary school teacher
7 ☐ secondary school counsellor
8 ☐ post-secondary instructor or counsellor
9 ☐ other counsellor (Canada Manpower, Y.M.C.A., Social Worker, etc.)
10 ☐ present or former post-secondary student
11 ☐ employer
12 ☐ other

(85-96)*

17. WAS THIS CAREER/TECHNICAL PROGRAM OR COURSE YOUR FIRST CHOICE?

1 ☐ yes
2 ☐ no
3 ☐ required as a condition of present employment

(97)

18. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED BEFORE STARTING YOUR PRESENT PROGRAM? (Check one)

1 ☐ grade 11 or less
2 ☐ grade 12
3 ☐ college preparatory, grade 12 equivalency or G.E.D. certificate
4 ☐ foreign equivalent of grade 12
5 ☐ some post-secondary study
6 ☐ Bachelor's degree
7 ☐ post-graduate degree

(98)

19. UPON FINISHING THE PROGRAM OR COURSE, WHICH OF THE FOLLOWING STATEMENTS WILL APPLY TO YOU? (Check as many as appropriate)

1 ☐ I plan to take further education in my field of training
2 ☐ I may take the occasional course to keep up-to-date in my field of training
3 ☐ I plan to take further education in areas other than my field of training
4 ☐ I may take the occasional course for general interest but I am basically finished with my post-secondary education
5 ☐ I do not plan to take any further training

(99-103)*

20. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR PLANS AFTER COMPLETING THE PROGRAM OR COURSE? (Check one)

01 ☐ continue in my present job
02 ☐ obtain a full-time job
03 ☐ undecided between work and further education
04 ☐ work and continue education at the same time
05 ☐ continue education full-time
06 ☐ full-time household/family duties
07 ☐ no definite plans right now
08 ☐ other

(104-105)

21. IF YOUR FUTURE PLANS INCLUDE FURTHER EDUCATION AND/OR TRAINING, WHERE WOULD YOU HOPE TO ENROL? (Check one)

Community College
01 ☐ Camosun
02 ☐ Capilano
03 ☐ Cariboo
04 ☐ Douglas
05 ☐ East Kootenay
06 ☐ Fraser Valley
07 ☐ Kwantlen
08 ☐ Malaspina
09 ☐ New Caledonia
10 ☐ Northern Lights
11 ☐ North Island
12 ☐ Northwest
13 ☐ Okanagan
14 ☐ Selkirk
15 ☐ Vancouver

Institute
21 ☐ B.C.I.T.
22 ☐ Emily Carr
23 ☐ Justice
24 ☐ Marine Training
25 ☐ Open Learning
26 ☐ Pacific Vocational

Public University
31 ☐ David Thompson
32 ☐ Simon Fraser
33 ☐ U.B.C.
34 ☐ U. Victoria

Other B.C.
41 ☐ Columbia College
42 ☐ Lester Pearson
43 ☐ Royal Roads
44 ☐ Trinity Western
45 ☐ Other B.C. Inst.

Other Non-B.C.
51 ☐ Alberta
52 ☐ other Canadian province
53 ☐ Washington, U.S.
54 ☐ other U.S. state
55 ☐ outside Canada and U.S.

(106-107)

SECTION B IF YOU PLAN TO SEEK FULL-TIME EMPLOYMENT AFTER COMPLETING THIS PROGRAM OR COURSE, PLEASE ANSWER THE QUESTIONS IN THIS SECTION; OTHERWISE SKIP TO SECTION C.

22. WHAT DO YOU THINK THE JOB OPPORTUNITIES WILL BE IN THE FIELD FOR WHICH YOU ARE NOW TRAINING? (Check one)

1 ☐ ample jobs available in my own geographical area
2 ☐ ample jobs available, but in another area of B.C.
3 ☐ jobs will be scarce in B.C., but available elsewhere
4 ☐ jobs will be scarce everywhere
5 ☐ I have no information upon which to base an opinion at this time

(108)

23. WHERE DO YOU HOPE TO FIND FULL-TIME EMPLOYMENT AFTER LEAVING YOUR CAREER/TECHNICAL PROGRAM? (Check one)

01 ☐ Peace River and Northeast B.C.
02 ☐ Northwest B.C.
03 ☐ Central Coast (Sechelt to Prince Rupert)
04 ☐ Okanagan
05 ☐ Kootenays
06 ☐ Central B.C. (Merritt to Prince George)
07 ☐ Vancouver Island
08 ☐ Lower Mainland (including Vancouver)
09 ☐ Fraser Valley
10 ☐ in Canada but outside B.C.
11 ☐ outside Canada

(109-110)

24. IF UNABLE TO OBTAIN A JOB IN THE FIELD FOR WHICH YOU ARE TRAINING, WOULD YOU BE WILLING TO MOVE TO ANOTHER COMMUNITY IN ORDER TO OBTAIN SUCH A JOB?

1 ☐ yes
2 ☐ yes, but may depend on where
3 ☐ no

(111)

SECTION C THE REMAINING THREE QUESTIONS ARE OPTIONAL. IF YOU WISH, YOU NEED NOT ANSWER THESE QUESTIONS, HOWEVER YOUR ANSWERS WOULD SUPPLY IMPORTANT RESEARCH DATA.

25. WHAT WAS YOUR FATHER'S MAIN OCCUPATION? (Check one)

01 ☐ clerical (clerk, secretary, etc.)
02 ☐ farmer (his own farm)
03 ☐ managerial (his own business, company manager, executive)
04 ☐ mining, logging, fishing, farm work
05 ☐ professional (doctor, lawyer, teacher, graduate engineer)
06 ☐ sales (retail business, insurance, real estate)
07 ☐ semi-skilled work (factory, mill worker)
08 ☐ service (armed forces, police, motel or restaurant employee, etc.)
09 ☐ skilled worker (construction, production, tradesman)
10 ☐ technical (technologist, electronic technician, etc.)
11 ☐ transport, communication (telephone, bus, newspaper)
12 ☐ unskilled worker (labourer)
13 ☐ other (please specify) ______________________

(112-113)

26. WHAT WAS THE HIGHEST LEVEL OF EDUCATION COMPLETED BY YOUR MOTHER? (Check one)

01 ☐ elementary school, less than grade 8
02 ☐ secondary school, 1 - 2 years
03 ☐ secondary school, 3 - 5 years
04 ☐ some post-secondary (trade, vocational, technical, university)
05 ☐ completed Bachelor's degree
06 ☐ some graduate study
07 ☐ completed post-graduate degree
08 ☐ do not know

(114-115)

27. WHAT WILL BE YOUR MAIN SOURCE OF FUNDS DURING YOUR ENROLMENT IN THIS PROGRAM OR COURSE? (Check one)

01 ☐ personal savings
02 ☐ full-time job
03 ☐ part-time job
04 ☐ parents
05 ☐ spouse
06 ☐ loan
07 ☐ scholarship
08 ☐ bursary
09 ☐ other

(116-117)

SECTION D YOUR COMMENTS ARE INVITED

Thank you for your co-operation. All responses will be kept confidential.

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